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This Number Contains Two National School Board Convention Addresses

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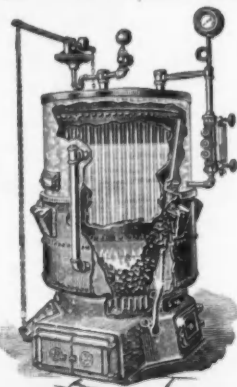


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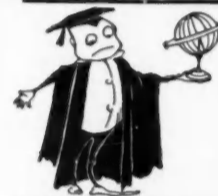
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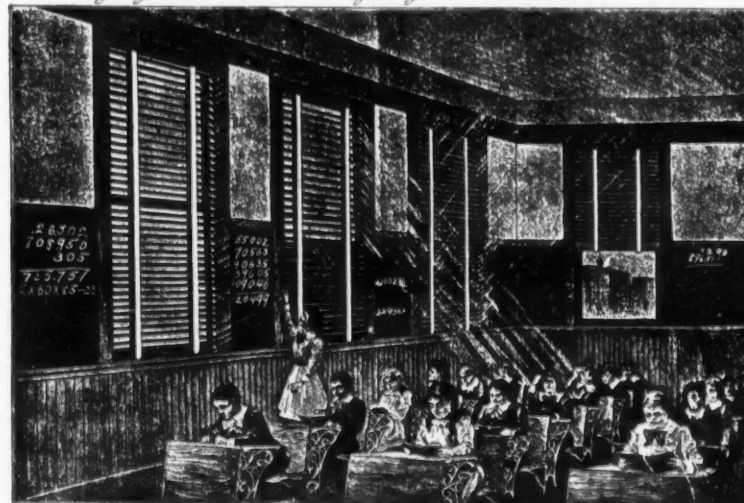
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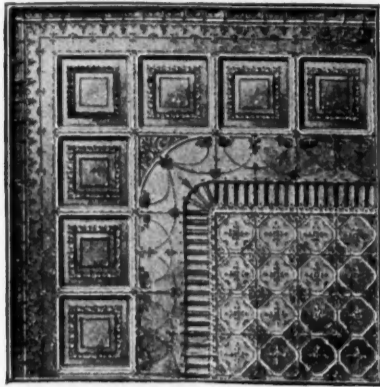


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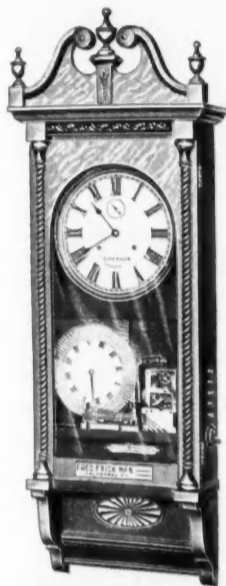
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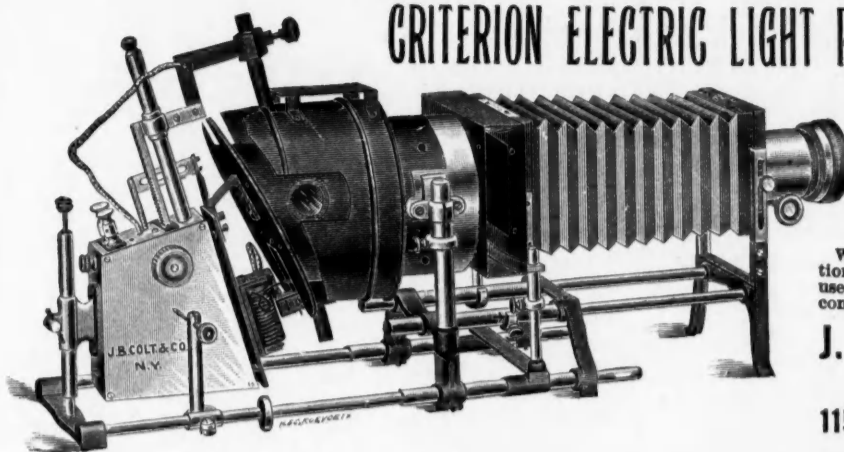
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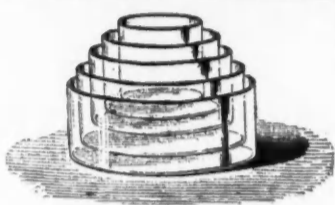
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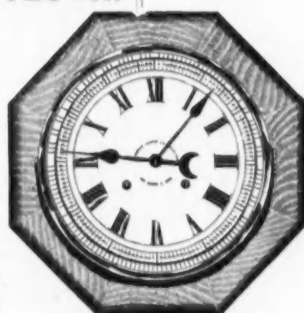
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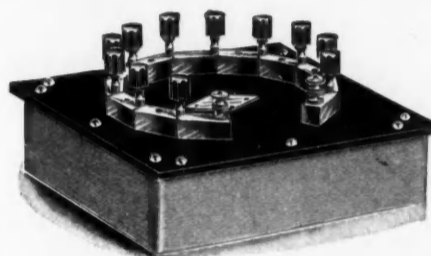
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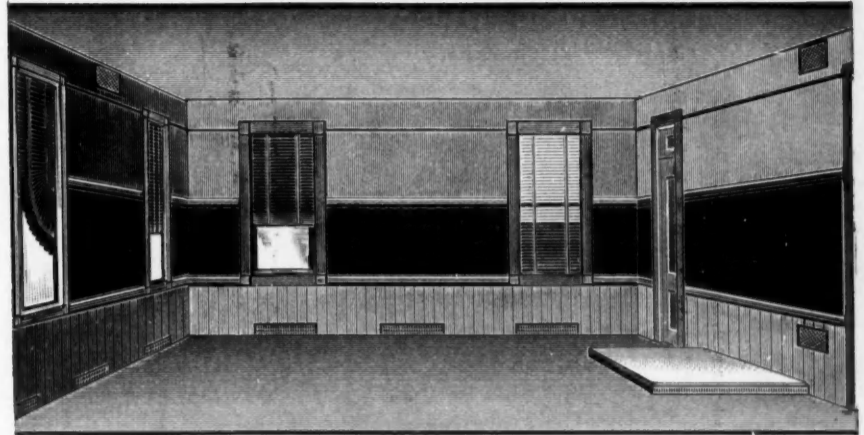
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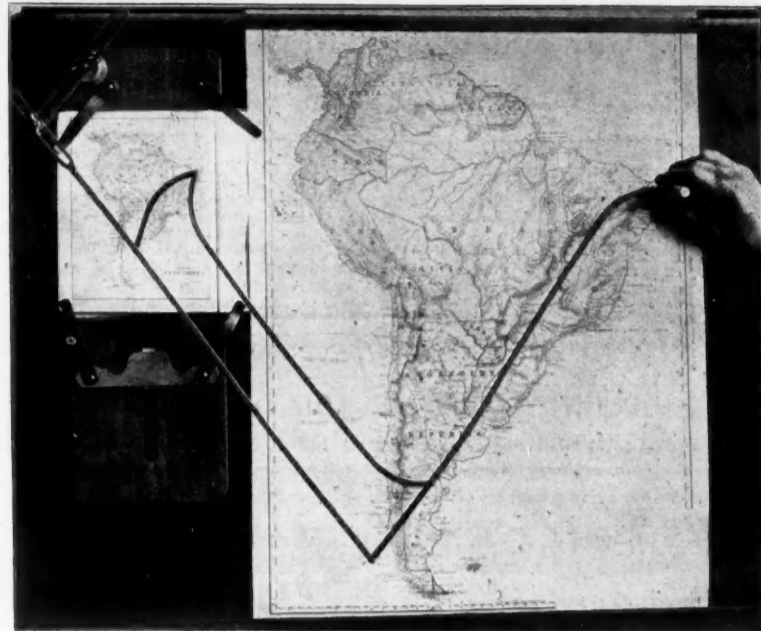
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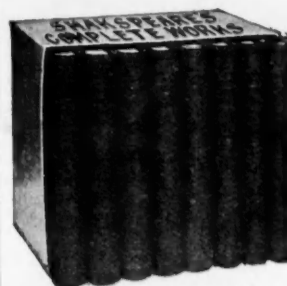
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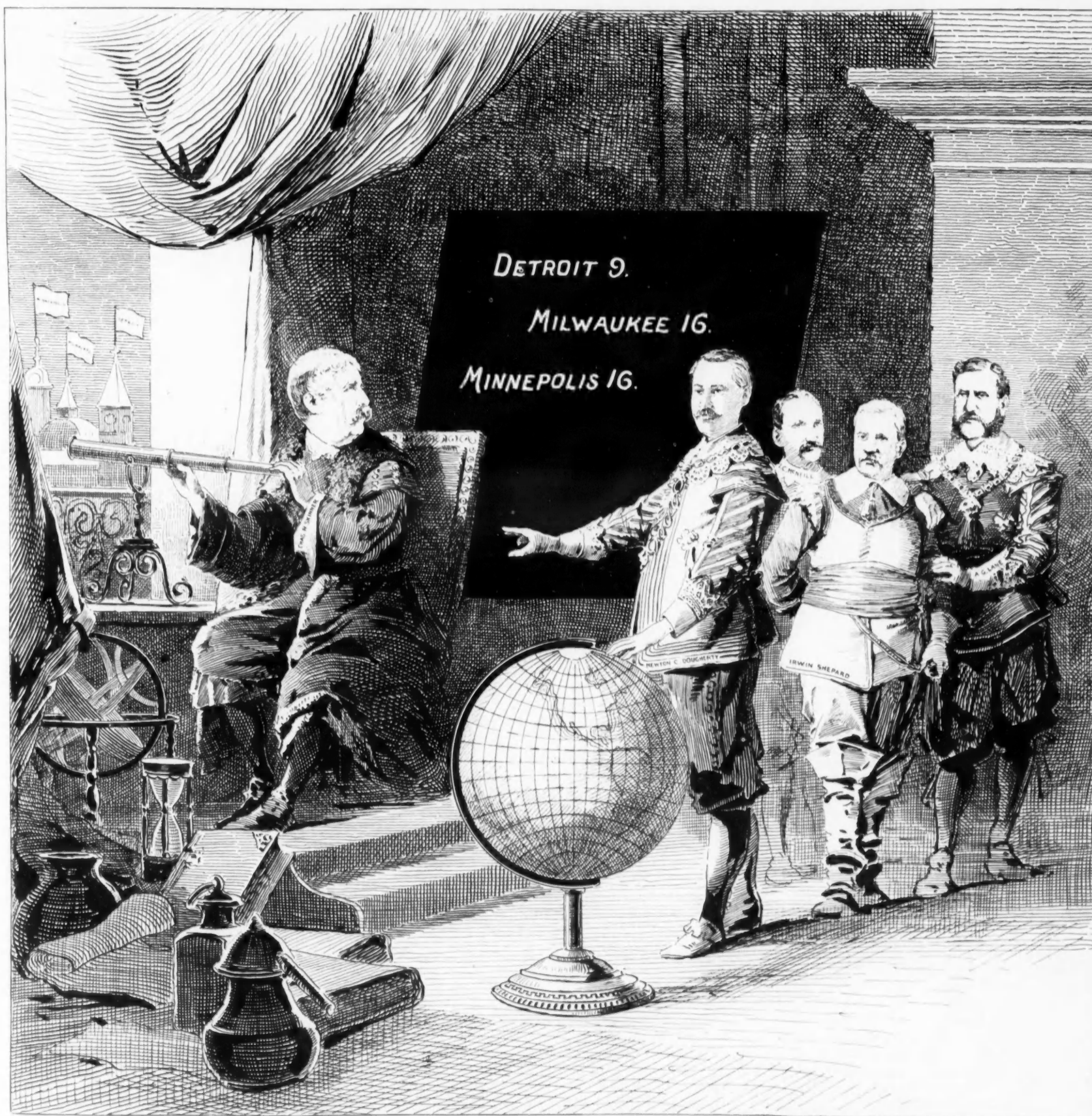
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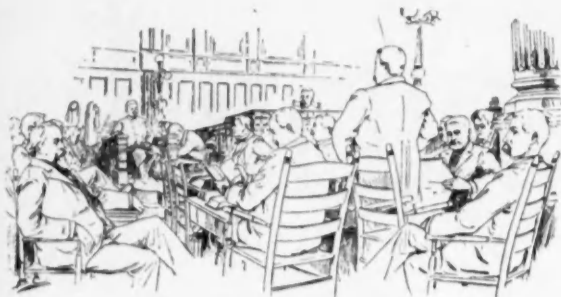
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SCHOOL LAW.

Battle Creek, Mich. Attorney General Maynard has rendered an opinion that women have a right to vote at school elections where the fact of their ownership of property is established, although the name may not be on the assessment roll.

A law in South Dakota requires school boards of each township to post or publish the annual report of all business transacted during the year. Itemized receipts and disbursements, etc., for the benefit of the tax payer.

Ashland, Pa. State superintendent Schaeffer recently decided he could not inquire into the moral character of a superintendent under the decision of the attorney general.

Troy, N. Y. State superintendent Skinner has decided that a man employed as a laborer in a school district and who rents a house in such district is qualified to vote at a district school meeting, provided he is twenty-one years of age, a citizen of the United States and has resided in the school district thirty days. A woman cannot vote upon the property qualifications of her husband, nor can a man vote upon the property qualifications of his wife. A woman who possesses the necessary property qualifications is entitled to vote the same as a man. The chairman of the school meeting must be a legal voter of the district. The sons and daughters of legal voters are not qualified to vote at the district school meeting by virtue of the qualifications of their parents. To be eligible to vote in the district meeting such sons and daughters must possess the qualifications themselves of voters at school meetings.

Lansing, Mich. The state supreme court has decided that the Board of Regents of the University of Michigan, is a constitutional body, invested by the constitution with the sole management of the university, and that the legislature has no power whatever over it.

RECENT DECISIONS.

SCHOOLS AND SCHOOL DISTRICTS.

Under act empowering a superintendent of schools to annul the certificate of a teacher on "giving at least ten days previous notice thereof in writing to the teacher holding it," etc., an attempt by the superintendent to annul such certificate without giving such notice is *ultra vires*, and will be enjoined. *Scheibner v. Baer*, Pa.

Where at the time the board of education of a city of the second class employs a teacher, the rules and regulations of the board provide that all appointments are for the ensuing school year, unless sooner removed by vote of the board, the removal can be for cause only. Board of education of City of Ottawa v. Cook, Kans.

The obtaining a judgment against a school district is not the creation of a debt against it the law fixing its limit of indebtedness. *Edmundson v. Independent School Dist. of Jackson*, Ia.

While bonds delivered by a school district in payment of judgments against it cannot be defeated, in the hands of innocent holders for value, without notice of their illegality, by showing that the judgments were rendered upon warrants issued in excess of the constitutional limit, defendant in an action to cancel such bonds, must show that they were actually applied in pay-

ment of specific judgments, or that at least part of them were legal, particularly where it appears that more bonds were issued than were necessary to pay the judgments.—*Independent Dist. of Rock Rapids v. Society for Savings of Cleveland*, Ohio.

Division and Annexation of District.

A petition under act for the annexation of land in one township to the school district of another township, for educational purposes, which fails to allege that the land adjoins the school district to which it is proposed to be annexed, is fatally defective.—*In re Wolfe*.

School Officers.

In an action against a school committee brought by the assignee of a contract to recover the balance due thereon, defendant alleged that the balance had been paid to a creditor of the assignor in garnishment proceedings. It appeared that long prior to the garnishment the assignor had notified the chairman of the defendant committee that the contract had been assigned to plaintiff. Held, that the chairman being an agent of defendant, notice to him was sufficient to fix defendant's liability to the assignee.—*Anniston Nat. Bank v. School Committee of Town of Durham*, N. C.

NEW RULES AND REGULATIONS.

Indianapolis, Ind. Board adopted a rule which provides that teachers entering the Normal School shall be subjected to a physical examination to test their fitness for work in the schools and their ability to sustain it.

San Francisco, Cal. A new rule adopted by the board amends the sanitary regulations of the School Department by specifying consumption as a contagious disease. Pupils who are affected with contagious diseases of any kind, or in whose families there may be such a disease, are excluded from the public schools. The new regulation, therefore, will exclude all consumptives and those in whose homes cases of the proscribed malady are to be found.

Du Boise, Pa. Board of education adopted a rule requiring all pupils to present a certificate of successful vaccination signed by a reputable practicing physician before he or she can be admitted to the school.

Columbus, O. The board of education is considering the adoption of the following resolution submitted by the Tax Reducer. Resolved, that until otherwise ordered by resolution of this board, there shall be incorporated in the notice of election and contract with each teacher and principal, a proviso to the effect, that a proportionate reduction will be made out of each month's salary, for loss of time, as heretofore, and also for every day which the school is closed, on account of holidays or by order of this board or its superintendent of instruction.

A rule of the public schools of Copenhagen requires that each pupil shall take three baths a week in the school building. While the pupils are bathing their clothes are sterilized in a steam oven. When this practice was first introduced there was no complaint, but in a short time the parents of the children "protested vigorously on the ground that it made the children discontented with their dirty clothes and caused them to complain constantly of the filth of their dwellings."

Pottstown, Pa. The school board has decided that no children shall be admitted to the public schools next term unless they can show certificates of vaccination from the physicians.

Scranton, Pa. Board adopted the following rules for the High School:

Pupils to do special work must give evidence of sufficient scholarship to do the work before they are matriculated.

A pupil with a general average of less than 85 per cent. cannot carry more than four regular studies.

Examination for admission to the high school

shall be conducted by the principal of the high school.

High school graduates to do special work must obtain permission from the board of control.

Parents and guardians must elect and designate in writing the course of study to be pursued by the pupils over whom they exercise parental care.

Columbus, O. Board decided that hereafter janitors' salaries will be paid in monthly instead of weekly payments.

Syracuse, N. Y. Board adopted a new rule which provides for the election of a vice-president who will preside in the absence of the president. He will be elected by ballot by members of the board. He will also be ex-officio chairman of the executive committee. The rules also contain the following provision in regard to the executive committee: In the matter of the erection of new schools or the expenditure of any moneys on any school building, the commissioner in whose ward such expenditure shall be made shall have a vote in the executive committee.

Denver, Col. The board has a fixed rule to the effect that promotion to the high school shall be through the medium of written examination and in this connection the yearly record of the candidate shall be taken into consideration.

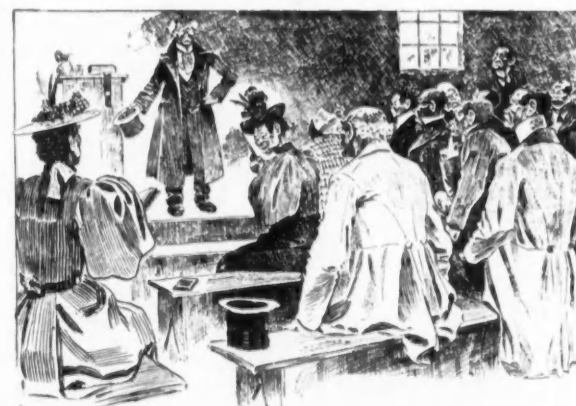
Brooklyn, N. Y. Board adopted the following rule: "Holders of probationary licenses shall be eligible to appointment in primary grades, the same as holders of temporary B certificates and upon the rendition of 100 days' service, satisfactory to the superintendent of public instruction, they shall receive temporary B certificates. While holding the probationary license they shall be paid at the rate of one dollar per day of actual service."

Pottsville, Pa. It is proposed to have the next state legislature amend the Compulsory Educational Act, so that when children apply for work they are to be required not only to present certificates from their parents stating that they are of full age, but also to have them present certificates from their teachers showing that they have attended school for at least the minimum time required by law.



MRS. MUMFORD.
Member School Board,
Philadelphia, Pa.

A Colored School Board.



MEMBER: (In a Georgia School Board Meeting.) We must keep on progressin Mistah President. I moves you sah, dat dis yår school board be henceforth and foreber known as de board ob eddication.

PRESIDENT: Brer Johnsing you is gettin too hifalutin, you travels too fast. Can you chalk de word "eddication" on de wall? You is'nt graduwated from de primary spellin book yit. You may sit down til we adjourn. Some gentleman will put a amendment to de motion to call this yer body henceforth a blackboard. It am de most appropriate.

AMONG BOARDS OF EDUCATION.

Dallas, Tex. Here is an extract from the Dallas school board proceedings:

Mr. Parry—"Mr. Chairman, the member from the eighth ward (Mr. Howell) is the great high muck-a-muck of this board. He is the prince imperial. Everything here must be run according to Hoyle and he is Hoyle." But the chairman began to rap for order.

Cleveland. The model school council has recently been in a fracas. This body is so constructed that the director general, who presides over the business portion of the school system, is invested with special powers. Mr. Backus, a member of the council, recently said the following in a meeting:

"The attitude which the director has assumed toward this body is astounding. He says he was uncertain whether or not in passing the resolution the council was in earnest. Does he think this body elected by the people to a sacred trust is given to indulging in boys' play and passing resolutions for fun. Whatever the director's purpose may be, the purpose of this council is in the interest of the people whom it serves, and I for one, am tired of being insulted by the director."

San Francisco. A teacher who was dropped from the roll because she got married was reinstated by the board of education. She did not know that the rule concerning marriage had been adopted by the board before she became a bride, and the directors decided that would be unjust to make a victim of her, as she had not sinned willfully and "will not do it again."

San Francisco Cal. Board added the state labor day to the list of school holidays.

Cincinnati, O. The teachers and salaries committee of the school board has decided to recommend to the board the fining of nine principals for making erroneous reports for the last school month.

Cleveland, O. Board passed a resolution authorizing Director Sargent to have a room furnished which is to be used for secret committee meetings.

Toledo, O. The board has taken out of the teachers' committee the power to select teachers for the schools and gave the superintendent the right to nominate appointments for the next two years, the same to be submitted to the board for approval or rejection.

When a movement was inaugurated by the Brooklyn board of education to increase the salary of its secretary, the offer was promptly declined by that official. He held that the times were not propitious for an increase in salaries. The New York and Brooklyn press have commented on Mr. Brown's good sense and unselfishness.



GEO. G. BROWN,
Sec'y Board of Education, Brooklyn, N. Y.
The man who refused a \$1,000 increase in his salary.

WOMEN ON SCHOOL BOARDS.

Brooklyn's five lady school board members have been interviewed. They have now had one year's experience in administrative work and gathered some definite ideas. Mrs. Powell says:



JULIA M. POWELL,
Brooklyn, N. Y.

"The poorer neighborhoods of our city fairly swarm with children, and the streets seem almost as full as the schools. There is no room for them but the sidewalks. No yards, no parks. The poor little street gamins—they who had never

scented, even from afar, the verdure of a greenward! Oh, what a travesty!"

"It is a most excellent thing to get acquainted with the teachers and, if possible, encourage them. Almost everyone is happier for a little praise and appreciation."

"I consider politics the most damaging element that can infest a school board. It matters not whether the appointments be men or women, fitness for the position alone should be considered."

"The appointment of any one to the board of education is an experiment. It is not a question of sex, but of ability, honesty and the time that can be given."

Miss Elizabeth H. Perry said:

"How do I like my duties in the board? Well, some are extremely pleasant and others not so much so, but all are interesting to me."



MISS ELIZABETH H. PERRY,
Brooklyn, N. Y.

"Do the women feel the responsibilities of the position more than the men?" asked the reporter.

"Possibly. You see the work is new to us. I know I thoroughly appreciate the responsibility and importance of the position. You want to know if we women give more time to the work than the men? I think we do—at least, more than the majority of the men do, for we have more time to spare. It is really surprising, though, how much attention some of the very busiest of the men give to their board work."

"I think that it would be well to have one-third membership women. I do not mean that they should demand this as a right, but that I think it would be productive of good results. So many of the questions that come before the board, for instance, those relating to the health of the children and their training, are essentially 'women's' subjects. The men are better able to attend to the business, the buying of sites, etc."

"Do you find your duties as school trustee pleasant?" was asked of Mrs. E. F. Pettengill.

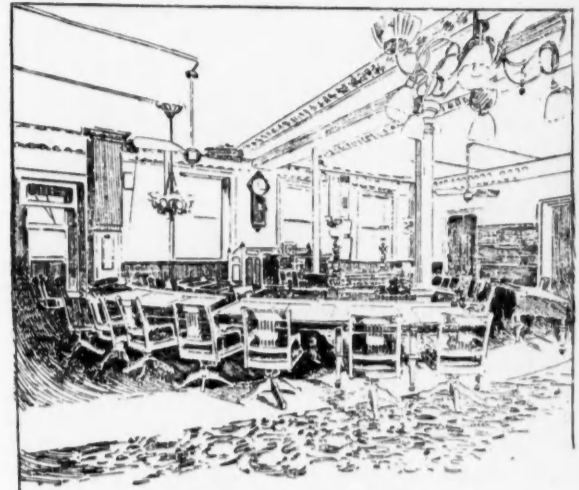
"Now, I'm not going to say anything for publication. I've been too often misquoted," said Mrs. Pettengill, decidedly.

"But," persisted the reporter, "how do you like your duties there?"

You may say that I have been too busy with the duties themselves to think how I liked them. Of course, attached to every such position are duties which are less enjoyable than others, but I have too high a conception of the responsibilities of the office to be other than interested in all."

"Have you visited the schools often?"

"Not so often as I have wished I had time to do."



BOARD OF EDUCATION ROOMS,
Philadelphia, Pa.

"Do you think the teachers like to have the women members call on them?"

"Now, I'm not going to answer that."

"Well, do the men like having women as fellow members on the board?"

"I have received the most courteous treatment from all my fellow members."

Miss Isabel M. Chapman said she finds her work not only pleasant but inspiring, and that the men



MISS I. M. CHAPMAN,
Brooklyn, N. Y.

look upon the woman members "with courtesy and good-will." Regarding the effect the entrance of women has had upon the board, Miss Chapman says: "That is a question for the men to answer." As to the comparative time spent by the sexes in the work: "I deprecate the continual drawing of the sex line. A woman can divide her time as she likes; a man has his daily business to attend to. The teachers are becoming rapidly converted to the idea, and we feel repaid for our efforts to make them believe we are their friends. The course of study is a source of never-failing interest to me. My one and only 'project' so far has been to be faithful to the duties prescribed by the president. An ideal board, it seems to me, would be composed of thirty men and fifteen women."

Mrs. M. E. Jacobs said:



MRS. M. E. JACOBS,
Brooklyn, N. Y.

"This school work is a new field for women, and we are constantly learning. I think as a business woman, and one who has the good of her sex at heart, that the less we say about our work the better it is, and will be for us, and for womankind in general. We are trying to do our best and every one is cordial to us, and oh! so very kind."

The women members of the Brooklyn board of education cast the deciding vote at the annual meeting at which the president for the ensuing year was chosen. Hon. J. Edward Swannstrom, who served so acceptedly during the past year was re-elected.

The lady members during the summer months were absent from the city, sojourning at the seashore, but some of them traveled great distances to attend the meetings.

NEW ADOPTIONS.

Chester, Pa. Baldwin's Psychology; Baldwin's Theory of teaching; Gleason & Atherton's Greek; Tuell's & Fowler's Latin; Collar's Latin Composition; Carhardt & Chute's Physics and Shepard's Chemistry.

Bloomington, Ill. Prang's drawing books.

Kalamazoo, Mich. Reed's word book.

Montequma, Ia. Pollard Synthetic System.

Oskaloosa, Ia. The Mahaska County Board of Education adopted the following list of books: Barne's reader, Pollard's reader, McGuffey's speller, White's arithmetic, Brook's new mental arithmetic, Barne's geography, Barne's United States history, Pathfinder Physiology No. 2, Steele's Hygienic Physiology, Metcalf & Bright's Language, Conklin's English Grammar, Civil Government—Iowa and the nation, Spencerian Copy Book—Slant, Spencerian Copy Book—Vertical, Webster's Dictionary.

Long Island, N. Y. Werner's introductory and grammar school geographies.

Hyndman, Pa. Rand, McNally & Co.'s geographies.

Auburn, Me. Natural Music System.

The school commissioners of Montgomery, Mo., have adopted for use in the county schools the following text books: Prince's Arithmetic, Frye's Geography, Beitzel's Speller, Dole's American Citizen, Spencerian Vertical Copy Books.

Snow Hill, Ind. The Worcester county school board adopted Frye's geography, Stickney's readers and spellers, and Prince's arithmetic.

Utica, N. Y. Walsh's Mathematics for common schools. pp. 160 to 446.

Harvey, Ill. Sheldon's Vertical Writing System.

Rhinebeck, Ia. Frye's Geography for County schools.

Moline, Ill. Frye's geography.

Flint, Mich. Elementary Arithmetic by Cook and Cropsey, Butler's School English, Beeman and Smith's Geometry, Williams and Roger's Complete Book-keeping, and Sadler's Elements of business arithmetic.

Erie, Pa. Shimmell's Pennsylvania Citizen, Fiske's Civil Government, Cross's Free Hand and Mechanical Drawing, Williams & Roger's book-keeping, Milne's arithmetic and Allen and Greenough's and Bennett's Latin Grammars.

Quincy, Ill. Natural Speller.

Minneapolis, Minn. Werner's Geography, Prang's System of Drawing, Hyde's Practical Lessons in English, in grades Nos. one and two, Cyr's Primers and Readings from the Bible. In the High School Carhart and Chute's Physics, Collar and Daniel's First Latin Book, Greenough and Kittredge's Virgil, Hull's complete Algebra, West English Grammar, A. S. Hill's Foundations of Rhetoric, Latin Prose Work in Caesar and Cicero, Boyce's Biology, Chardinals French Grammar, Shepard's Elements of Chemistry with William's new Laboratory, Laughlin's Political Economy.

Sioux City, Ia. Spalding's Outlines of Botany, Remsen's Chemistry, Keller & Davis' Studies in English, Gage's Principles of Physics.

Grand Rapids, Mich. Natural Music System.

Williamsport, Pa. Maxwell's series of grammar, Milne's Elements of Algebra and Prang Drawing System.

Sycamore, Ill. Prince's arithmetic.

Yorkville, Pa. Wentworth arithmetics.

Centralia, Ill. Frye's geography, Montgomery's history, Prince's arithmetic.

Minneapolis. Werner's geography, Hyde's practical lessons in English, Vol. 1 and 2, Cyr's primer, and Readings from the Bible, and all other books now in use.

Grand Rapids, Mich. Natural music course.

The Natural Music Course has recently been adopted at Cincinnati, O., Milwaukee, Wis., Yankton, S. D.

Cleveland, O. Frye's geography, Southworth & Goddard's grammar, Ray's Practical Arithmetic, D. C. Heath & Co's Natural System of Vertical Writing, Whiting System of Music, Fiske's government, Matthew's American Literature.

Louisville, Ky. Long's Language Lessons.

The new Werner Geographies were recently adopted at Minneapolis, Minn., Akron, O. and Sioux City, Ia.

Milwaukee. Avery's Physics for high school.

Kansas City, Mo. Merrill system of vertical writing.

Lima, O. Walker's physiology and Houston's physical geography.

Austintown, O. The township board adopted the following books: Eclectic spelling book, readers, geography, history, and physiology; White's new elementary and complete arithmetics; Metcalf's elementary English, and Harvey's advanced grammar, and Petterman's elements of civil government.

Bellaire, W. Va. The township board of education has adopted the following books: McGuffey's readers and spellers, Ray's arithmetics and algebras, Maxwell's English grammars, Tracy's physiology, Montgomery's leading facts in American history.

Middletown, O. Petterman's elements of civil government.

Upper Marlboro, Md. Stickney's readers, Cyr's readers, Prince's arithmetics, Tarbell's lessons in language, Lockwood's lessons in English, Frye's primary and complete geographies, Montgomery's beginners' and American histories.

Newark, O. Myers' general history, Metcalf's language.

Jacksonville, Ill. Prince's arithmetic.

Akron, O. Werner's primer and normal readers, Walsh's new addition to Walsh's arithmetic, Hyde's language series, and Werner's geography, for the high school, Collar & Daniell's first book in Latin, Thorpe's civil government, Hill's foundation in rhetoric, Gage's introduction to physical science, Young's lessons in astronomy, Walker's physiology, Shaler's geology, Tarr's physical geography.

Middletown, O., Petterman's civil government.

Dayton, O., Storer and Lindsey's chemistry, Myers' general history, Montgomery's leading facts in English history, Dole's American citizenship, Bergen's elements of botany, Walker's physiology, Chardenal's complete French course, Hart's handbook of English composition, Painter's introduction to English literature, Matthews' introduction to American literature, Goodwin's Greek grammar, Graves & Hawes' first book in Greek, Moss' Greek reader, Gleason's Gate to the Anabasis, Woodruff's Greek prose composition, Bookkeeping—Meserve's double entry, McGuffey's readers, Walsh's arithmetics, eclectic geographies, Hyde's language series, eclectic history of the United States, Webster's dictionary, Mason's new music readers, Prang's drawing book and eclectic copy books for normal school.

Girard, O., Montgomery's history and the model music course.

White Pigeon, Mich., Ellis system of bookkeeping.

Hamilton, O., eclectic of readers and spellers, eclectic geographies, eclectic penmanship, Metcalf's and Bright's language lessons, Metcalf's and Bright's English grammar, the eclectic Ray's practical arithmetic, the eclectic United States history, the eclectic system of drawing; for high school: Latin grammar, Harkness; first Latin book, Collar and Daniell; Caesar, Harper and Tolman; Cicero's orations; Virgil; Knapp's selections from Viri Rowae; German grammar, Jones and Meisner; German reader, Joyus; German composition, Harris; Milen's high school algebra; Wentworth's geometry; Wentworth's trigonometry; Houston's physical geography; Walker's physiology; botany, Gram's "How Plants grow"; physics, Gage's revised; chemistry, Williams; astronomy, Young; history of English literature, Shaw; general history, Barnes; civil government, Petterman; Lockwood's lessons in English; Hart's rhetoric; Shakespeare's plays and English classics.

Dunkirk, N. Y., American vertical system of penmanship, Sheldon's grammar.

New London, Wis., Sheldon's vertical system of writing and the normal course in drawing.

Decatur, Ill., Silver, Burdett & Co.'s system of vertical writing.

Worcester county, Md., Frye's geography, Stickney's readers and spellers, and Prince's arithmetic.

Landale, Pa., Hull's arithmetic.

Grundy, Ia., Frye's geography.

Lansford, Pa., Meserve's Bookkeeping system and Collar and Daniell's first book in Latin.

East Mauch Chunk, Pa., the Pollard system of readers, Hazen and Stickney readers, Mowry's United States History, Hull's written arithmetic and Sharpless and Phillips natural philosophy.

Norwalk, O., Wentworth's school algebra, Lockwood's lessons in English, Steele's Physiology, Collar and Daniell's first latin book, MacBride's botany, Kellogg's rhetoric, Barnes' general history, Wentworth's geometry, Lowe and Ewing's Caesar, Rigg's In Latinum, Shepard's chemistry, Benton's laboratory guide, Swinton's study in English and American literature, Appleton's physical geography, Cicero, any edition; Virgil, Gage's principles of physics, Martin's civil government, Steele's rudimentary economics, eclectic readers, Spencer's copy books, Prang's drawing books, Laning language tablets, White's first book of arithmetic, White's complete arithmetic, Appleton's elementary geography, eclectic complete geography, Graves graded spelling book, Reed and Kellogg's graded lessons in English, Eggleston's and Montgomery's histories of the United States.

Youngstown, O., Gay's business bookkeeping, model music course.

TEXT BOOK NEWS.

Indiana. County superintendents have announced that the revision of Montgomery's leading facts in American history, and the Indiana physiologies requires no change of books.

Rochester, N. Y. Williams & Rogers, educational pub-

lishers, have issued a handsome, illustrated catalogue of their school text-books and supplies.

Brooklyn. The board received communications from Longmans, Green & Co., asking that Longmans' English classic series be added to the list of text-books; from Potter & Putnam, submitting their system of vertical penmanship, at 77 cents per dozen; from W. B. Harison, submitting Jackson's vertical penmanship, at 80 cents per dozen. Referred to the committee on school books.

Brooklyn, N. Y. The board of education received a communication from Macmillan & Co., proposing to furnish Tarr's physical geography at \$1.05, Thompson's electricity and magnetism at \$1.05, the Brownings for the young at 30c.; from Victor C. Bell, urging the adoption of popular essays on the care of the teeth and mouth; from T. de T. Truax, proposing to furnish Cram's universal atlas of the world, at \$7 per copy; from the Werner School Book Co., proposing to furnish the Werner introductory geography at 44 cents, and the grammar school geography at \$1.12 per copy; from Maynard, Merrill & Co., proposing to furnish Anderson's history of England at 96 cents, and Anderson's United States reader at 88 cents per copy; from G. P. Putnam's Sons, submitting for adoption, the works of James Fennimore Cooper, and other authors.

Witcherville, Ark. The teachers of Sebastian county Normal adopted resolutions requesting the state legislature to enact a law granting uniformity of text-books.

Boscobel, Wis. At the school election a motion to furnish free text-books to the pupils was voted down.

Lake City, Ia. The school board re-let the contract to the American Book Co., to furnish the pupils of the school with books for five years.

Annapolis, Md. The contract to supply the county with school books was awarded to J. C. Dulany Co., Baltimore.

Brooklyn, N. Y. Board added the following to the text-book list: Freir's elements of chemistry, Anderson's history of England, and U. S. reader, Merrill's vertical penmanship, supplemental series, social and business forms, Nos. 1 and 2, Smith's illustrated writing primer, (first steps in writing), Smith's educational system of intermediate penmanship.

List of reference books for teachers: Ostrander's history of Brooklyn and Kings county, Walsh's teachers' manual of arithmetic, Froebel's occupations, kindergarten principals and practice.

THE RELATION OF A BOARD TO ITS SUPERINTENDENT.

ADDRESS DELIVERED BY WM. S. MACK, OF AURORA, ILL., BEFORE THE NATIONAL DEPARTMENT OF SCHOOL ADMINISTRATION AT BUFFALO, N. Y., JULY 8.

We have assumed, in the discussion of this subject, that the size of the political unit, whose school affairs are administered by a single board of education employing a superintendent is immaterial. We have assumed also, that the question includes all boards having authority under the school law to elect a superintendent (sometimes called a principal in small places), who is, theoretically at least, in all matters pertaining to the professional conduct of the schools, the executive and advisory officer of the board. We are satisfied from investigation, that the defined or implied duties of such superintendents, are, as regards essential matters, the same in all the cities and school districts of the several states, and that there is not enough difference in local conditions to vary to any extent the relations which should exist between a board and its superintendent in any well ordered school system.

The relation of a board of education to its superintendent should not differ in theory and in fact from the relation which the board of directors of an incorporated manufacturing, or other commercial enterprise sustains to its superintendent. The fact that one has to do with public, and the other with private affairs, is of no consequence as affecting the relations between the board of administration and its executive officer.

The directors of a private corporation are chosen by the stockholders to see that their interests are subserved in the conduct of the enterprise which their combined capital has created, and which means, among other things, the raising of money to be invested in buildings, materials, and machinery, in labor requiring skill and technical knowledge, and in expert direction or supervision that all these factors may be so related as to ensure the efficient and economic operation of the plant.

Boards of education are chosen directly or indirectly, by the people of a community, to see that their interests are subserved in the conduct of the schools which their combined capital in the form of taxes, has created for the education of all the children of the community, which means the raising periodically of fixed sums of money to be invested in buildings and appliances, in teachers, and in supervision by one expert in his knowledge of child nature, and in ability to bring the children into proper relation to the forces which play continually within the school environment.

The directors of a private corporation are, as a rule, men who know actually very little about the technical details of the business which they have been elected to administer, and it is only rarely, that one can be found possessing the experience and skill necessary to do what the ordinary mechanic is paid day wages for doing. It may be further assumed that very few of such directors know enough about the various shop processes, and the quality of materials, to tell, except in the most general way, whether the different agencies, incident to the operation of the plant, and the

turning out of products, are being directed to the greatest advantage.

Precisely the same thing may be said of the average board of education, as regards actual knowledge of the details of school work—of subject matter, and the sequence and adaptation of same, of the relation and sequence of subjects, of methods of presentation, of proper methods of government and discipline when the interests of many are to be considered, and of many other details which must be taken into account in educating children under existing public school conditions. The members of school boards have, perhaps, a general conception of what should be accepted for a minimum of result, but as to the best process to follow to get desired results, they have, necessarily, only the most vague and ill-defined notions.

In both cases the directors, with now and then an exception, have not had the training or the experience which makes them experts in selecting materials, adapting methods, and keeping in operation without waste or misdirection, the various contributory agencies. They are not elected for this purpose in either case, on account of professional or technical qualifications which they are known, or are even supposed to possess. Their duties are general, and relate to such matters—financial, especially—as concern the smooth, efficient, and economical operation of the producing factors.

In order, however, that those things may be skillfully and intelligently done, which these boards have neither the time nor the ability to do themselves, and which neither the stockholders in the one case, nor the people in the other, expect them to do, they employ an expert, known as a superintendent. Such a superintendent, if employed to direct the operations of a manufacturing plant, is chosen only after the directors have determined his specific qualifications for managing the details incident to the particular line of production in which they are interested. They take into account his experience, his technical knowledge, and his personality, and having once settled these matters to their satisfaction, place him in charge of the plant, as their responsible executive agent, with implied or officially delegated power to manipulate the essential producing factors—

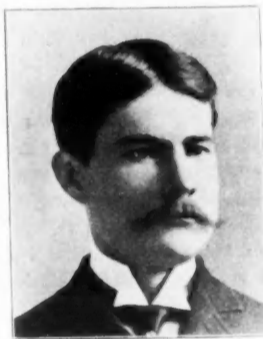
labor, materials, and processes, or men, materials, machines, and machinery—in his own way, limited only by such restrictions as the board of directors, acting as the responsible financial managers, may elect to impose. In all successfully managed manufacturing enterprises, large and small, it has come to be considered a recognized principle, that a competent superintendent must be given freedom, without the risk of interference on the part of the directors, in all matters relating to his particular kind of supervision; that otherwise it would not be fair to hold him responsible for results, to secure which, in the surest and most economical way, is the very purpose of his appointment.

Examples have not been wanting in the history of nearly every manufacturing community of mismanagement and failure due to a violation of this principle. The number of industries that have been wrecked through the perverseness, the ignorance, and the conceit of directors in this particular, would doubtless furnish a most interesting item of industrial statistics, and would show that failures and assignments have been due quite as often to this as to any other cause. Unification of forces is essential to the highest success of any undertaking, whether it be educational, philanthropic, or industrial. It is equally true that this unification resolved into its ultimate, determinate details, is dependent upon the organizing ability of single minds. This we shall have to admit on reflection, even though it may not seem apparent at the moment. The views of the governing body and of individuals, may, and should, influence the paid expert in whatever field he may be employed. But these would avail little, however valuable, did he not, by virtue of his experience and technical training, know how to adapt them, if at all adaptable, to the practical affairs of the business with which he is supposed to be conversant. In the formation of plans and policies affecting the combined interests and the combined capital of individuals, the best thought of many minds is desirable, but in the execution of plans and policies once formulated, the desirability and necessity of substituting the one specially trained mind for the many becomes apparent and is recognized in the conduct of every private enterprise, whether factory, store, railroad,

bank, or what not. Failure to rightly estimate the potency of the single mind in the executive affairs of a corporation, means waste of time, labor, and materials; means, consequently, small profits or no profits instead of large ones, and, as before stated, possible bankruptcy. It leaves out of consideration the element of responsibility so essential to the proper conservation of the various forces which have to be kept in continual operation, each supplementing the others, and the others each, in the profitable management of any business.

We have dwelt somewhat fully upon this phase of the question, because there seems to be a notion too prevalent among members of school boards, that the principle just emphasized, does not operate in the management of school affairs. It will not be claimed that this notion has been reached through a process of reasoning from observed data and experience, which has made inevitable the conclusion that the recognized methods applicable to private business, are not adapted to the administration of a school system. It is due rather to conceit, to ignorance, to thoughtlessness, and to various local influences, not necessarily political, which in no way affect the directors of a corporation. A man who is the owner or one of the directors of a factory employing many hands and concerned with many complicated processes, and who concedes without hesitation the value of an expert superintendent who shall direct all shop details, unhampered by the owner or the directors, will, as a member of a school board, reverse all the precedents of private business, and do precisely the thing that he would oppose as ruinous in factory management. Such cases are not rare, but common, under our system of local self government and local elections. Under any circumstances, such inconsistency is inexcusable, and cannot be too strongly deprecated, especially when we consider the human interests involved. In the one instance it is perhaps wood and iron that are to be handled and fashioned; in the other, the impressionable natures of children. If a responsible expert is necessary in the one case, should he not be deemed doubly necessary in the other? If one is given a reasonable latitude

(Continued in next issue.)



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BOARD OF EDUCATION, SYRACUSE, NEW YORK.

SHALL TEACHERS BE PENSIONED?

ADDRESS DELIVERED BY JOHN E. CLARK, EX-PRESIDENT
BOARD OF EDUCATION, DETROIT, MICH., AT THE
MEETING NATIONAL DEPARTMENT SCHOOL
ADMINISTRATION, BUFFALO, JULY 10.

At the annual meeting of the National Educational Association in Philadelphia, in February, 1891, the following resolution was adopted by the Department of Superintendence:

"Justice, as well as the best public service, requires the retirement and pensioning of teachers after a service of thirty years, and upon carefully devised conditions. We recommend the enactment of laws in the several states to permit and to regulate the retirement and pensioning of professional teachers." This is the first record I can obtain of any concerted action being taken in this country, looking toward this much-to-be-desired project, although many philanthropists have given the matter much attention, and it has been discussed sporadically for many years.

Supt. Welcker, of California, in speaking of the necessity of keeping experienced teachers in the service, says: "How shall we invite and retain the best of both sexes? How shall we secure the inestimable benefits of experience? By saying to the teachers here is a great and noble calling, which it has always been, but which will henceforth provide against destitution and old age." The teacher has at present no cheerful outlook for the future. He fears the approach of old age hand in hand with poverty, and betimes he leaves and looks out for something else. Suppose that some reasonable pension after thirty years of faithful service were granted to the teachers, say \$25 per month during the residue of his or her life. It might be that the liberality of the people as expressed by the legislature, would prescribe a larger sum. But let us think of \$300 per annum. What a revolution that would create in the personnel of the profession. The intending man or woman would say to himself or herself: "Here is a noble calling in which for thirty years I can find a respectable living, and then when old age comes on and possible failing health, even at the most I shall not starve."

I am fully persuaded that an enormous amount of energy is wasted from the mere dread of poverty. Remove the anxiety concerning the future which clouds the lives of so many of our teachers, and I am positive that the results will be worth noting. Constant fear for the future is not a spur to progressive effort, but a barrier instead. Let us do our best to enable teachers to enter on their life work without fear and misgiving. They will be able to give themselves up to it unreservedly, and to become year by year more valuable to the state. I clip from the current news:

"Washington, July 3.—The total enrollment in educational institutions in the United States for the school year 1893-4 was nearly 16,000,000 according to the report for that year just promulgated by Commissioner of Education, Harris. Of these all but 400,000 were in the regular schools, an increase of about half a million for the year. The percentage of total population enrolled for the schools was 20.53. School property gained in value during the year, over \$26,000,000 and 1,103 school houses were in course of construction."

What is to be learned from these figures? Nearly 16,000,000 children growing to manhood and womanhood, their steps to true citizenship being guided aright by nearly half a million of teachers. Think you the obligation resting upon these teachers is less than that which would rest upon an army of half a million soldiers employed to defend their home and country? Are their wounds less severe, though they be mental instead of physical? Is not greater self-reliance, courage, fortitude, and firmness required for the pedagogue soldier? Then why should one be neglected and the other applauded? Let an army of half a million men be called to defend our sea-ports for two or three months, and physical suffering and injuries be re-

ceived, how eagerly the public would respond with life annuities; and yet our teacher warriors guard interests fully as important, and sacrifice minds and bodies in noble efforts to accomplish a nobler end. Do they not guard the portals leading to future citizenship?

Too often a teacher's work unfits her for another line of labor. When questioned whether they are weary or not of the routine of the school room it is no unusual thing for them to reply: "What else am I fitted to do? Nothing now I fear." There can be no question in the minds of an intelligent person that twenty-five years service as a teacher, while it may not unfit one for continuing longer in the service, does unfit the teacher for work in any other direction; and where a man or woman has devoted that period faithfully and conscientiously to the service of the public, the latter may well recognize its indebtedness, and assist them in their efforts, so that they may go about their tasks with a feeling of security as to the future, and do infinitely better in their trying work.

I am not positively satisfied in my own mind that it would be well to ask the state alone to pension teachers, as I believe a feeling of independence, which possesses the majority, would spur them to rather sacrifice something themselves, and have the consciousness of not being absolutely pensioners of a nation's bounty. I believe it better and more American to preserve, as far as possible, the feeling of independence that resents charity, and prompts one to be in a great measure self sustaining.

Government paternalism has never met, and never will meet, with the full assent of the educated. The initiative should come from the teachers themselves, and the state might well assist when the burden becomes onerous. Acting on this presumption, I secured passage through our legislature, of Our Teachers' Retirement Fund Bill, in which is embodied the principal of an assessment on teachers' salaries as well as a provision for municipal help, and I am pleased to see that many cities and some states have adopted, or are about adopting, similar provisions.

This matter of teachers' pensions is not a matter of to day; it has been for years in successful operation in many countries, and has obtained success in direct ratio with the highest educational accomplishments.

GERMANY.—The success of the school systems of Germany is universally attributed by her own educators to her school laws; especially those which relate to the teachers. The provisions respecting teachers may be summed up as follows:

1. The recognition of the true dignity and importance of the office of teacher, in a system of public instruction.
2. The establishment of a sufficient number of teachers, seminaries, or normal schools.
3. A system of examinations and inspections by which incompetent persons are prevented from obtaining situations as teachers.
4. A system of promotion by which faithful teachers can rise in a scale of lucrative and desirable situations.
5. Permanent employment through the year and for life, with a social position and compensation which compare favorably with the wages paid to educated labor in other departments of business.
6. Preparatory schools in which those who wish to eventually become teachers, may test their natural qualities and adaptations before applying for admission to a Normal school.
7. Frequent conferences and associations for mutual improvement, by an interchange of opinion, and sharing the benefits of each others experience.
8. Exemption from military service in time of peace, and recognition in public and civil life as public functionaries.
9. A pecuniary allowance when sick, and a provision for years of infirmity and old age, and for their families in case of death.
10. Books and periodicals by which the obscure teacher is made partaker in all the improvements



F. J. NETHERTON,
Newly elected Supt., Yuma, Arizona.

in all the distinguished members of the profession in his own and other countries.

The government has felt that to cast off and forsake all of the old and faithful teachers when they could work no longer, would be to disgust the whole body, to break off the sympathies which unite them to their profession, and to shut out of it many noble spirits. It has, therefore, most carefully guarded against these results by these regulations.

If a teacher who has been definitely appointed becomes unable to fulfill the duties of his station, either through the utter breaking down of his health, or old age, the authorities who appointed him—whether they were the county court, the town school commission, or the parochial school committee,—are obliged to pension him for the remainder of his life. This pension, must, according to law, amount to one-third of his salary.

The government, although professedly a military country, has shown itself at least as interested in the welfare of its teachers as that of its soldiers; whilst we, who disown the appellation of a military country, take greater care of our soldiers.

Besides the provisions for pensioning the superannuated teachers, there is another law in force which relates to the future provision of the widows and orphans of deceased schoolmasters, and which is deserving of equal praise. In each union a society is formed, the object of which is to provide for the support of the widows and orphans of deceased teachers. By these means the teacher is freed from anxiety about the fate of his family after his death, and is less tempted than he would be, if thereafter maintenance depended upon his own small savings, to divert his mind from his important duties by the desire of making a provision sufficient to support his family if he were to die, before they were able to support themselves. If the widow marries again she loses her pension, as it is supposed that her second husband is able to support her. Besides these advantages, the regulations which have been described tend to raise the profession in the estimation of the poor who thus see that the government considers not only the teachers themselves, but their wives and families deserving of its especial attention. They also render the situation of the teacher more desirable for literary and clever young men, who find it an honorable station suited to their tastes and freed of many anxieties.

FRANCE.—A teacher is pensioned after twenty-five years' service. Deductions are made from the salaries. The teacher's pension, or a part of it, may be continued after the teacher's death, to the widow and minor children.

BAVARIA.—The pension amounts to 70% of the salary after ten years' service; 80% after twenty-five years' service; 90% after forty years' service; 100% after fifty years' service.

HESSE.—50% after ten years' service; 72.5% after twenty-five years' service; 90% after forty years' service.

SAXONY.—33 1/3% after ten years' service; 41.5% of

the salary after twenty-five years' service; 70% of the salary after forty years' service.

In other German states, and also in Holland, Belgium, Denmark, Austria, and Russia, the pension is a feature of the educational system.

BELGIUM.—Mr. Wild encountered a teacher who was the fortunate recipient of \$1,000 per annum.

SWITZERLAND.—Pension regulations, like all other educational interests, are settled by Cantons.

SWEDEN AND GREECE pension teachers.

NORWAY.—Teachers who have taught not less than ten years will be granted retiring pensions; 30% after ten years' service; 40% after twenty years; 50% after twenty-five years; 60% for thirty years and upwards.

AUSTRALIA.—Liberal pensions are granted. In 1885 twelve teachers in South Australia received retiring allowances averaging \$815 each.

BAVARIA.—If a teacher wishes to marry he must apply to the provincial government for an official permit. For fifty years of service the medal of honor is conferred upon the teacher. Particular praiseworthy and serviceable activity is acknowledged by bestowing the silver or gold medal. The teacher on sick leave receives his full salary for at least half a year. All teachers are subject to assessments for pension service.

JAPAN.—Teachers receive life pensions after twenty-five years service.

ENGLAND.—The bill for pensions to teachers has made little progress during this year, although its ultimate passage seems certain. In February, 1893, the House of Commons, after three hours' debate, during which no dissenting voice was raised, unanimously resolved that in the opinion of that house, it is desirable that a national state aided system of superannuation for teachers in public, elementary schools in Wales and England, should be established at an early date.

Mr. Ackland, as responsible Minister of Education, recommended that a scheme for pensioning should be proceeded with at once, and that breakdowns should be provided for, and that the provision for the old teachers should be at once increased.

I may further add that that provision known as the Limited Fund has been raised as stated, by a minute report of the Revised Education Code for 1893, from £5,580 pounds to £10,580 pounds per annum.

SWEDEN.—A teacher receives, besides his salary, a dwelling house, a garden, fuel, and food for a cow.

SCOTLAND.—The number of teachers connected with the pension fund in 1884 was 10,181.

DENMARK.—After having taught a certain number of years a teacher is entitled to a pension. To receive a pension a teacher must be at least thirty years of age.

WURTEMBERG.—School authorities are authorized to pension a teacher after nine years' service if the applicant is either seventy years of age, or disabled by disease. If a teacher recovers from a disease that made him a pensioner, he must be re-appointed to a teachers place where his salary is not less than before. The number of pensions in 1876 was 2,110.

SERBIA.—In 1875 regulations were adopted granting to teachers who resigned after ten years, 40% of the salary previously received, and 2 per cent. more for every additional years service for twenty-five years' service, after which the teacher of whatever grade is entitled to his full salary as a pension.

FINLAND.—The state pays teachers who have worked faithfully for 30 or 35 years, their full salary as a yearly pension during life. In case of incurable sickness at an earlier time a pension of smaller amount is allowed.

BRAZIL.—After ten years' service as teacher, a pension is awarded which is sufficient for the teacher to insure his life. After fifteen years' service the amount is augmented 25%. After twenty-five years he becomes a teacher "emeritus."

SPAIN.—All teachers of public schools are en-

titled to a respectable dwelling house large enough to accommodate their families.

Why pension teachers more than other workers? I would not limit this old age benefit to any one profession, but it seems to me a desirable thing to have it gain favor among this intelligent body. It will receive a new dignity; its influence will extend, while hopeful courage will become more characteristic of American life than it is to-day.

What are the objections in the public mind? Chiefly a natural jealousy of superannuation as being a non-effective charge, and by the teachers, too often from the selfish objection that many will not remain in the profession long enough to reap the benefits of the pension fund.

It is no sentimental plea that I wish to urge on behalf of the Teachers' Retirement Fund, or I might speak for hours of the self-sacrificing devotion of many of our teachers, who in caring for others have found it impossible to make provision for old age. I believe that a much better class of workers will be secured. Too often the work of teaching is taken up with no intention whatever of remaining in it for any length of time. Ambitious men and women are inclined to consider the teacher's position a mere stepping stone to some other occupation more desirable and lucrative. By adopting the plan of a retirement fund, we not only secure a better, more thoughtful class of beginners, but we retain those teachers when their experience has doubly qualified them for the work. It is not among apprentices, or first year workers in any line that we find the best results, but among those who have made their calling a life study, and have added the knowledge gained from doing, to that which was gained by learning.

A singular fact connected with opposition in regard to pensions is that it comes mostly from young people. Are they properly trained? One of the most beautiful traits in the character of woman is sympathy. Great thoughts and noble enterprises should always have a peculiar charm for teachers, and they should, by example as well as precept, brighten the path along which they dwell. Shall teachers be the last to come forward to help one of their own craft when teaching is the noblest profession provided by God? Shall we look to the trades people for noble examples of humanity and love? Some of our young teachers are so calculating and severe they wish to crowd out older teachers without making any provision for them. Why are the teachers of this country behind the teachers of other countries in deeds of beneficence? Are not our training teachers neglecting to instill in the minds of the young women who are to instruct our children, that they are to be instruments of good to others, and that it is not strictly honorable to take the places of faithful teachers without making some provision for them?

"Cast thy bread upon the waters for thou shalt find it after many days." Not one of our teachers on our pension roll thought that she would teach twenty-five years. They all had some imperative claim of want or duty, or kindness which interfered with their laying up for old age. Many of the older teachers have from a sense of honor, sacrificed their own happiness and brilliant future, and remained single in order to take care of others. Teachers who have something to hope for and something to look forward to, will do better work, they will be more interested in the little ones intrusted to their care. There will be more sunshine in our school rooms. Hope is the sunshine of life. They will learn the art of contentment. They will be willing to stay with us, and to make teaching their life work as they should, and not make it a stepping stone to other professions; they will have more money to buy the necessities of life, for purchasing books for their improvement, for doing kind and generous things to their friends and neighbors, thus keeping them from becoming cold and hard in their natures.

A teacher's duty will not become a drudgery.

There will be more love and good will among them, and there will not be so many of them fight their fight alone and unobserved. Let us, then, press forward in this noble cause and have a system which will lift the teacher to a higher professional plane.

An effort to eliminate, obstruct, or prevent this movement, although originating from humane citizens is not in the cause of true humanity. It ignores the interests and sufferings of mankind and would perpetuate the carrying into effect what is clearly an erroneous view of what constitutes kindness and charity.

Are these imperative demands to be made subservient to the wishes of intolerant and supersensitive objectors, who are incapable of taking a broad or liberal view? Are we not prepared to have legislation enacted that will work to the relief of thousands of men and women who now suffer the wrongs of unrequited effort? Something has already been accomplished, and greater results are to be achieved in the future. This is an age of progress, and evidence of development is everywhere apparent. Let those who have the best interest of education at heart not be laggards in the race.

In conclusion, a word might be said to the young teachers who are quite sure that they will not teach for twenty-five years. Unprotected old age has no terrors for them; life looks very rosy, and they are sure they will marry well. Let them be careful how they oppose this provision for the worn out ones among their fellow workers. Do you remember in Southey's story of the Inchcape Rock, how Sir Ralph cut away the warning bell placed over the rock by the good abbot?

Ralph the Rover, was going abroad and supposed that he would never again need to avail himself of its friendly alarm, besides, as you know, he did not enjoy hearing the praises and blessings showered upon the priest for this act of mercy. Time passes. Sir Ralph steers his course towards Scotland again, but has forgotten the location of the dreadful rock, and night has darkened around Ralph and his men who see no land.

"Canst hear? said one, "The breakers roar,
For yonder bethinks should be the shore;
Now where we are I cannot tell
But I wish we could hear the Inchcape bell."

They hear no sound: the swell is strong;
Though the wind hath fallen, they drift along;
Till the vessel strikes, with a sudden shock—
Oh, Christ! it is the Inchcape rock!

THE BIBLE IN PUBLIC SCHOOLS.

Washington, D. C. Wm. T. Harris, U. S. Commissioner of Education is sending out the following questions:

Please state whether you have any religious exercises in your schools or whether these are forbidden by the regulations? In case you have religious instruction, is it limited to the reading of the Bible or are other exercises allowed? Please state nature of such religious exercises or instruction. Is the Bible or the New Testament read or some book of selections?

Minneapolis.
"Readings from the Bible" published by Scott, Foresman & Co., of Chicago, was adopted.

Milburn, N. J.
A teacher was dropped because she refused to open school by reading a selection from the scriptures.

East Liverpool, O. School will open with Bible reading.



J. F. MILLSPAUGH,
Re-elected Superintendent,
Salt Lake City, Utah.

THE AMERICAN School Board Journal

DEVOTED TO
SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

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We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the engravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

The attention of school boards and school officers is directed to the directory pages in this publication. A list of the most popular school and college books is given, as well as the names of publishers. Also a list of the leading and most reliable school furniture and school supply firms.

A PREDICTION VERIFIED.

At the beginning of the present year the School Board Journal predicted an active season in school house construction and school house equipment. This prediction has been verified. No year has seen the erection of a greater number of new school buildings throughout the United States than the present.

During the year 1893 and '94 building was retarded by the panic. The growth in school population continued, however, and the overcrowded condition everywhere increased. During the past year this fact impressed itself upon school boards to a degree that meant action, and slowly steps were taken to meet the crying want. Thus several hundred commodious structures have gone up and a considerable relief has been afforded, by no means, however, accommodating all the children who are applying for admission. In many cities and towns the boards are still resorting to barracks and rented rooms, while in others children are excluded entirely.

The present monetary agitation may temporarily interfere somewhat with contemplated building. School bonds, however, are selling as readily now as at the beginning of the year, and there is every reason to believe that the demand for such securities will continue.

The pressing need for school accommodations everywhere will have to be met no matter whether the times are depressed or promising. The educational machinery of every community is as vital as food itself. We, therefore, believe that the activity which has been witnessed thus far this year will continue for the next year.

The fall opening of schools will undoubtedly show to what extent the demand for school accommodations has been met. We believe the annual cry for more room will be heard again.

IGNORING SCHOOL BOARDS.

At a meeting of the National Department of School Administration held recently at Buffalo, the question of school laws came up in the form of a resolution urging greater vigilance on the part of school boards. It was brought out that school boards are now almost entirely ignored in the consideration of school legislation, and that the professional educator enjoyed a sort of monopoly in the advisory work. State superintendents are more specially inclined to overlook school boards entirely.

An illustration of this may be cited in the action taken last month by Mrs. Peavey, Colorado's state superintendent, who invited a number of professional men to advise with her on the subject of a proposed modification of the school laws. It was decided to send out circulars to all school superintendents in the state asking for their advice on reforms in school laws. It does not appear that school boards are to be regarded in the matter.

We believe that the superintendents should be consulted in all matters of school laws. Their judgment ought to be worthy of consideration. But we must protest against any high handed proceedings which arrogates to the professional factors superior judgment and to the exclusion of the administrative forces. School board members are entitled to recognition at the hands of state departments. If school laws covered only purely professional phases in education a valid objection could be raised. But they cover many points in the administration of school affairs, questions in taxation, bonds, funds, etc., on which the judgment of school board members is superior to that of the average teacher.

State superintendents ought to equitably recognize the school board as well as the superintendents, and thus not only strengthen the state school laws, but add greatly towards promoting the interest and harmony which should prevail between the business and professional ends of a school system.

PURCHASE OF SCHOOL FURNITURE.

School furniture receives more attention at the hands of school officials during the vacation months than at any other time during the year. New buildings are equipped and old buildings are replenished in time for fall opening of schools. These preparations bring about many controversies in school boards over the relative merits of school furniture. The activity and rivalry of the manufacturers' representatives in trying to secure a sale for their goods add to the interest, and lead at times to bitter contests among school board members. While it must be assumed that the

best of intentions actuate the contestants, it must also be admitted that in some instances this is not the case.

No doubt the best school desk at the most reasonable figures should be purchased, and no school board needs any instructions on that point. Yet individual members will at times permit themselves to be led into erroneous notions. They are actuated by peculiar ideas on economy. That which costs the least money is not always the cheapest, and that which is higher priced not always the dearest. A lot of broken school desks that have been used but a few years represent that much extravagance. In the school furniture line, like in many others, the "faker" and fraud is plying his trade. Shoddy goods are palmed off on well meaning boards under a glaze and glare of cheap varnish. Unseasoned wood and inferior iron, weak joints and slender castings all bear the varnish, but do not bear the ordinary usage of the school room. We know of such desks and we are told they are bought occasionally.

The modern school desk placed upon the market by reputable manufacturers is well worth the price asked for it. We know of no instance during the past year where the price has exceeded a reasonable profit, but we do know of instances where the manufacturers have suffered material losses in trying to maintain a high standard in their wares and yet sell them at the prevailing prices. Competition is the life of trade, but oftentimes the death of the competitor.

It has been said that a combination has been formed by manufacturers of school furniture in order to raise prices to an unreasonable degree. If that be true, and the proof is furnished us, we shall be pleased to give the matter publicity, and caution school boards against the firms connected therewith.

A good school desk is worth a fixed price. Wood, iron and such materials as go into that article together with skilled labor and machinery required to produce it, cost money. If the manufacturer pays for his material, remunerates his labor adequately, he cannot afford to give away his goods. If he does, something is wrong. Either he will leave sorrowing creditors or a number of disappointed school board.

The best is the cheapest in the end. A piece of furniture that will stand the test of time in a school room is cheap at the prevailing prices. Durability then, as well as grace and beauty in design, must be looked for, while the hygienic features are very essential yet honesty in material and construction must not be overlooked.

President Getz of the National Department of School Administration says that he is fully informed on the transactions of that body at its Buffalo convention. He says:—

"I believe the information read by the different school boards of the country will



GINN & CO'S NEW MUSIC SYSTEM.

GEORGIA'S EDUCATOR GONE TO REST.

AGAINST REWARDS FOR PUPILS.

THE FIGHT IN THE "IDEAL" BOARD.

have the effect of making members much more fully appreciative of the duties and responsibilities as they devolve upon them and as they should conscientiously be discharged by them; it will increase their zeal in the work and with increased zeal comes, necessarily, efficient and creditable result in work from the individual who can be made to fully appreciate his responsibilities, and in the matter of public school work a great amount of good to patrons, pupils, teachers, tax payers, and educational interests generally, must necessarily follow."

A SCHOOL BOARD DUTY.

On retiring from the presidency of the Chicago board of education, the Hon. D. R. Cameron said among other things in his address, the following: "We have one supreme duty—to train the children of the whole people into the sacred duties of citizenship. The schools are for the children and the future; no private interests, no narrow influence, no partisan design should stand for a moment in the way that leads to the noblest ideal. The nation of to-morrow is in the school of to-day. No political or civic reform, no measure of temporary improvement, good and sound as they may be, can be compared with the one aim that comprehends and surpasses all others—the education of the future citizen. The main executive direction of all affairs of this board should be placed in the hands of efficient and expert officials. The most important functions of this board are, first of all, to carefully choose its officers, and, second, to hold them strictly and rigidly to the responsibilities imposed upon them, to the honest, earnest, and sagacious performance of their respective duties."

Oxford, O. Board has cast over 150 ballots for a high school teacher without result.

AMONG BOARDS OF EDUCATION.

Hutchinson, Kan. The school board refused to employ a young lady teacher until she pledged herself not to get married.

Wichita, Kas. W. F. Schnell, member of the school board, says that if the city school teachers go out on a strike he will have the governor call out the militia.

Eau Claire, Wis. Some of the school commissioners entertain objections to the appointment of married women as school teachers.

Hoboken, N. J. President Edward Russ, of the board of education, objects to the formation of an anti-tobacco league by the school boys of that city. He says it will interfere with their studies, and he refuses to allow them to hold meetings in the public school buildings. The pledge taken by the members of the league is as follows: "I hereby solemnly promise to abstain and discourage the use of tobacco in any form until I am 25 years of age."

The Blue Mound, Kas., school board has a peck of trouble on its hands. The teacher objects to making the fire and sweeping out any longer and demands a janitor.

Union Hill, N. J. The school board was captured by the Democrats and after organizing immediately dismissed the republican janitors and engineers in the public schools and appointed Democrats to fill the vacancies.



HON. GEORGE E. ADAMS,
New Member Board of Education, Chicago, Ill.

Braddock, Pa. The board has been deadlocked on the election of a superintendent. 300 ballots were taken.

Holton, Kas. The board of education for months were deadlocked on the election of a superintendent and finally resolved to submit the matter to the people for settlement which resulted in the re-election of the present occupant.

Rochester, N. Y. Clerk Belknap of the Board of Health sent to the board a communication in which was a certified copy of a resolution passed by the health commissioners on June 25th, whereby the board decided to close all schools equipped with the T. C. Northcott ventilating system, providing the stack fires were not kept constantly burning. The resolution was introduced by Health Commissioner Sumner. The communication was received and filed.

ANSWER TO CORRESPONDENTS.

A. B. C.—New Albany, Ind. We do not favor military drill in the public schools, because it fosters a spirit of militarism, feeds vanity, and desire for outward show and display, and interferes with the common school studies. We are entering an age of peace, where the great quarrels of the world will be settled by arbitration. Again, we should not encourage the youth of the land to a love for war and bloodshed. Physical exercise for pupils is best attained by calisthenics and gymnastics. They are far more valuable to the physical welfare of the youth than military drill.

N. Newton.—Illinois. The name of the state superintendent of California, is Hon. Samuel T. Black. Write him at Sacramento.

C. F.—New York. The finest high school buildings are those located at Dayton, O., Duluth, Minn., Denver, Col.

Subscriber.—We know no Ohio school supply firm named Bughly.

The Cleveland School Council has an awkward fight on its hands, and one which involves the peculiar system in vogue in that city. Mr. Backus openly attacks School Director Sargent, who is virtually the Czar over the board, with selfish and arbitrary measures. The press is taking a lively interest and is gradually coming to the realization that the much praised system has several large sized holes in it.

BUILDING AND FINANCE.

Dwight, Ill. Plans for new school were drawn by Reeves & Baillie, of Peoria.

The new school bonds have been made payable in gold by the boards of Greensbury, Pa., Hicksville, O., and Iron Mountain, Mich.

Mamaroneck, N. Y. Board will add bicycle sheds to high school.

Minneapolis. Protest has been made by labor organizations against the purchase of material from other places and the employment of non-union labor on school work.

Islip, N. Y. Board has provided bicycle store rooms for schools.

Fond du Lac, Wis. In a keen competition for plans and designs for a public school building, Jennings & Ross, of Chicago, were the successful architects.

Milwaukee. All new schoolhouses will hereafter be equipped with a suitable room for calisthenic exercises.

St. Louis, Mo. The building committee recommended that in the future a clause be inserted in all the contracts awarded by the board providing that only "union mechanics" be employed in the erection of school buildings.

The rate of next year's school taxes has been fixed as follows by the cities named: Carlisle, 3½ mills; Doylestown, 2 mills; Millersburg, 5 mills; Lansdowne, 6 mills; East Fairfield, Pa., 4½ mills; New Paris, O., 8 mills; Cincinnati, O., 7½ mills; Lima, O., 6½ mills; Swarthmore, Pa., 4½ mills; Chester, Pa., 7 mills; Susquehanna, 14 mills; Nebraska City, Neb., 5 mills; Washington, Pa., 6 mills; Wilkes Barre, Pa., 7 mills.

AT FLORENCE, ALA.

The South is waking up educationally as well as materially, and has a great many live, progressive normal teachers who are likely to keep her educational interests apace with her industrial and manufacturing. The greatest need is the privilege of local taxation now forbidden by the state constitution. Within the next twelve months much progress in this direction is expected.



H. C. GILBERT,
Superintendent Schools,
Florence, Ala.

The R. M. Patton school was built in 1890 at a cost of \$22,000 and is among the best in the state. The Florence city schools were opened in this building. There are two more ward schools. The teachers are nearly all of them normal graduates.

The schools are in charge of Supt. H. C. Gilbert, whose energetic and progressive work has produced



R. M. PATTON SCHOOL BUILDING,
Florence, Ala.

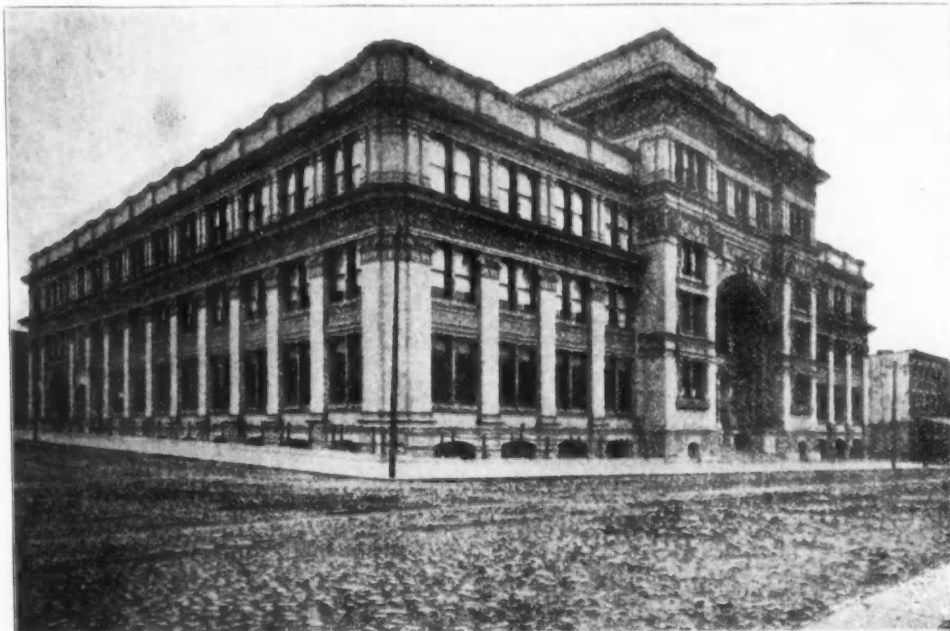
the best possible results. He is still a young man, but his experience, together with his intellectual equipment make him older than he looks. He is a thorough school man.



THE NEW HENRY L. PIERCE SCHOOL BOSTON, MASS.



THE NEW D. S. MCCOSH SCHOOL, CHICAGO, ILL.



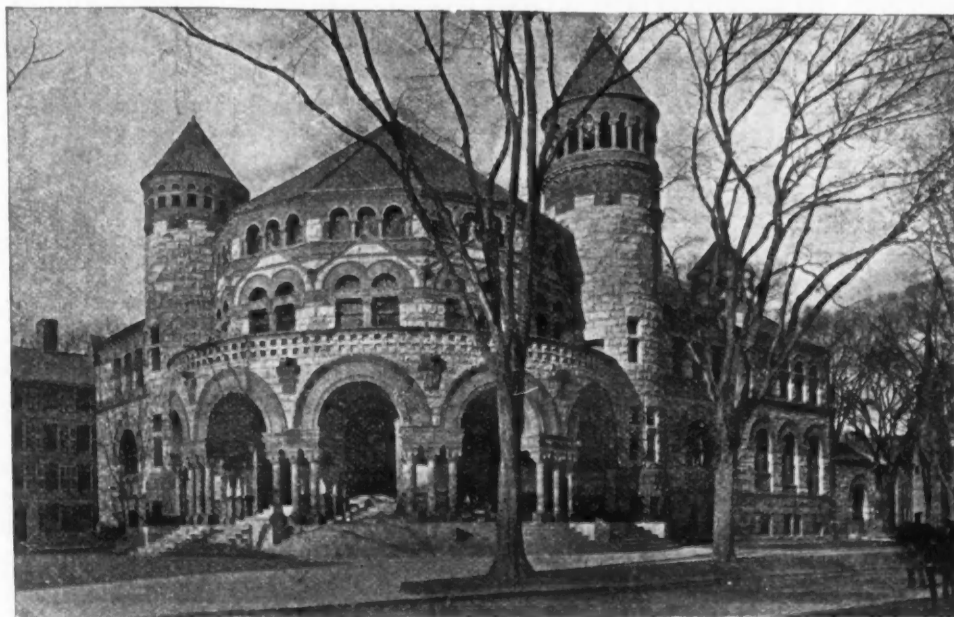
THE DREXEL INSTITUTE, PHILADELPHIA, PA.



THE NEW ROBERT FULTON SCHOOL, CHICAGO, ILL.



THE NEW CAMPBELL SCHOOL, DETROIT, MICH.

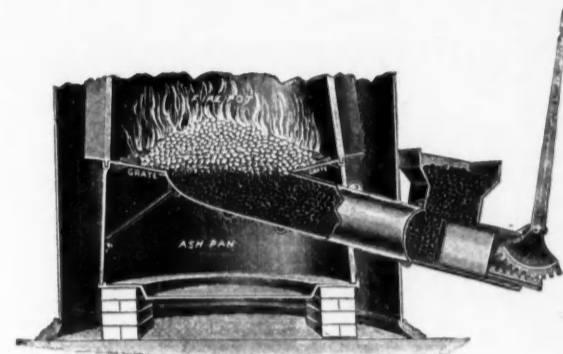


OSBORN MEMORIAL HALL, YALE COLLEGE, NEW HAVEN, CONN.

FURNACES FOR SCHOOLS.

Boards of Education and school officers keeping in view the practical affairs pertaining to school buildings and their equipment realize the importance of economic furnaces. They are necessarily coal consuming in their nature and any decided improvement in their construction and operation means a decided saving in fuel consumption. Improvements have been made in this direction as well as in others. The brightest minds have applied themselves towards reducing the fuel consumption of furnaces and again towards increasing their efficiency.

Prof. Colton, of Hiram College, sometime ago conceived an improvement which must be considered a radical departure from all existing models, and the central idea of which is to force the entire



UNDER FEED FURNACE.

volume of inflammable gases, generated by the introduction of fresh coal into the fire-pot to pass through the hottest section of the fire. The fuel introducing device in this new furnace is simple, durable and easily operated. A piston worked by a lever forces the fuel from the hopper through the inclined tube to the center through ash pit section of the grate where it rises to the burning coal with no interference with grate or ash pit or extra labor. It certainly seems as if the constructors of this furnace have secured a maximum leverage on the *bete noir* of furnace construction, viz, the inflammable gases which on their release from the fresh fuel so often escape chimneyward unburnt.

The following are some of the advantages claimed for this furnace by the manufacturers:

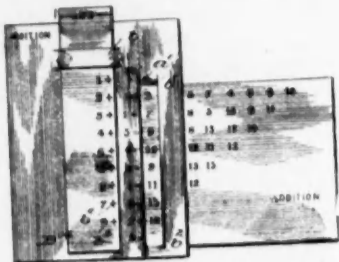
1. Cold air is not admitted to the furnace and flues during firing.
2. The fuel being forced in from below, the surface of the fire remains bright and active.
3. It secures a very perfect combustion, as the gases are gradually given off from the fresh fuel, and as they rise, passing through the glowing coals above are ignited and consumed.
4. Great economy is secured by the perfect combustion and by the use of low-priced coal, slack or nut.
5. Explosion or 'puffs' cannot occur.
6. Cinders and clinkers are not formed and the grate is never overheated.
7. The heat is steady and the fire will keep for thirty-six hours without attention.
8. It is easily operated and requires little care.

These furnaces have been carefully reconstructed under the supervision of Isaac D. Smead, well known throughout the heating world, and they will be sold under the name of Colton-Smead Under-Feed furnace. Col. Smead is determined to leave no stone unturned in actively pushing the under-feed principle. He has patiently experimented with this furnace for years, with the most brilliant results. A representative of THE AMERICAN SCHOOL BOARD JOURNAL saw this new furnace in operation in the Smead plant in Toledo. The fuel used was slack of the lowest and cheapest grade on the market, and the results obtained were a genuine surprise.

These furnaces will be made of the best iron by the most perfect foundry appliances and by skilled workmen. A descriptive circular containing a number of strong testimonials to the merits of this new furnace, as well as a description of same, will be sent on application to the Under-Feed Furnace Co., Toledo, Ohio.

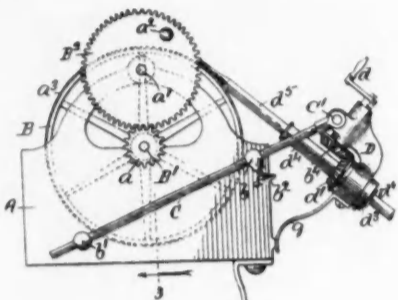
PATENT REPORTS.

ON ARTICLES OF SCHOOL SUPPLIES AND EQUIPMENT.
ARITHMETIC CARD. Frank J. Roller, Niles, Ohio.



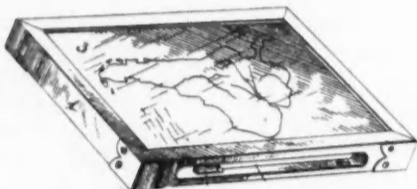
Arithmetical cards consisting of three cards or members, two of which are adjustable on the third, two of said cards having single columns of numbers and the remaining card having a plurality of columns of numbers.

PENCIL SHARPENING MACHINE. James W. Johnson, Chicago, Ill.



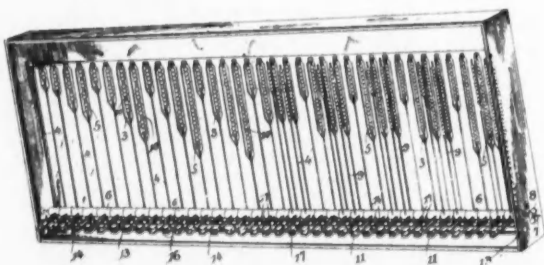
In a pencil-sharpener, the combination with a box-frame, of a rotatable sharpening-cylinder, journaled therein, companion adjustable rods, set at an inclined angle, a rod C, mounted on the ends of the adjustable rods, an angular bracket, having a sliding movement on the rod C a beveled pinion, journaled in one end of said bracket, a companion engaging-pinion, journaled in the other end, means for rotating said pinions, and a sleeve, adapted to receive the object to be sharpened.

DRAWING SLATE. Henry A. Mischler, Mechanicsburg, Pa.



A slate consisting of a frame having longitudinal slots, a transparent writing-surface, a slide carrying rollers operating in the slot in combination with rollers or rods journaled in bearings secured to the frame and a flexible belt carrying views arranged around the rollers.

EDUCATIONAL APPLIANCE. Frank Sheppard, East St. Louis, Ill., assignor of two-fifths to K. G. Whittaker, same place.



In an educational appliance, the combination with a casing, of a plurality of independently-pivoted spring-retracted arms which are normally concealed and are adapted to be independently exposed, each arm carrying beads arranged in one or more groups separated by interposed spacing-collars, each group containing a number of beads from one to ten and contiguous arms carrying different numbers of groups each containing the same number of beads, and means for extending the arms to expose the beads.

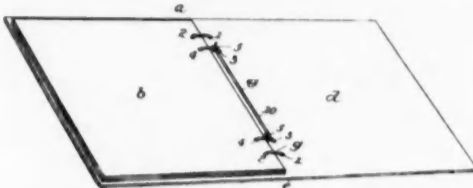
EDUCATIONAL APPLIANCE. Walstein E. Munson, New Haven, Conn.



The combination with an educational board having its side and ends forming a rectangular space; of ribs extending

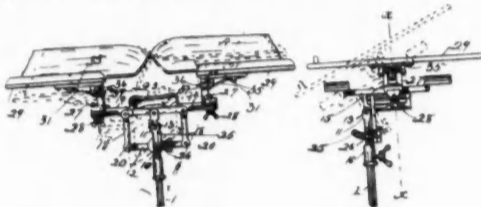
across said space forming horizontal grooves with each other and with the ends of said board, said ribs and ends being flanged at the bottom and slotted on the sides, the portions of said board forming the bottom of said grooves being likewise slotted; and cubes having their edges beveled and their surfaces ornamented, said cubes being adapted to slide in said grooves

BINDING REVERSIBLE FORMS OF WRITING BOOKS. Henry W. Ellsworth, Montvale, N. J.



A copy-book or drawing-book comprising a folded cover or back, a number of independent or separated leaves inclosed within the cover or back, both the leaves and back being formed a suitable distance from each end and adjacent the inner edges of the leaves with a series of holes or openings, and a flexible binding medium inserted through said openings to extend across or between the opposite leaves when the book is opened, the said flexible binding medium being passed diagonally from one opening to the other, whereby a number of bearing-points is obtained therefor.

BOOK-HOLDER. George I. Wicks, Rochester, N. Y.



The combination with the standard having the head thereon, of the bracket 12 pivoted to the head, having the ears 14, the lever 16, the pivot-pin 15, the back-rest 23 secured to the lever 16, the lever 21, the links 18 having the arms 19, the brackets 27 adjustable on the arms and having the angular cross-bars 30, the cover-supports 29 pivoted on the brackets and having the springs 31 operating on the under sides of the cross-bars 30.

SUPPLIES AND EQUIPMENTS.

Chicago. The American Chart Co. is not the successor of the Educational Association. They are separate and distinct concerns. The latter was until recently, known as the Educational Aid Association. The two companies enjoy an excellent standing and do a good business throughout the United States.

The Program Clock Co., Chicago, are equipping the J. Q. Adams school, of that city, a twenty-three room building, with their system of program clocks.

Detroit, Mich. The Estabrook and Spencerian pens were ordered by the board.

Freeland, Pa. Eight Sweiger tellurians were purchased.

Terre Haute, Ind. The trustees of Vigo county have supplied 100 of the 105 schools in the county with the complete encyclopedia of modern school method charts, sold by the Educational Association, Chicago. Supt. Curry says, "they are admirably adapted to the text-books now in use."

The Program Clock Co., of Chicago, have just secured a contract to put their system of program clocks in a fifteen-room school building at West Superior.

Grass Valley, Cal. The board of education has made arrangements to give a trial of a new preparation known as Dusticide. The material is a transparent dressing to be applied to floors, and the claim is made that it immediately attracts and holds every particle of dust, which can at any time be swept up. It is also said to be antiseptic and a germicide, thus tending to purify the atmosphere of rooms where used.

Richmond, Ind. The Educational Association, of Chicago, have supplied the schools of Wayne County, Ind., with their encyclopedia charts.

Antigo, Wis. The school officers of Langlade County, Wis., adopted the complete encyclopedia of modern school method, sold by the Educational Association, of Chicago.

Indianapolis, Ind. Trustee Makepeace has supplied the twenty schools in this township with the complete encyclopedia charts.

West Superior, Wis. The Program Clock Co., of Chicago, furnished the state Normal school at West Superior, Wis., with a complete program clock system.

Philadelphia, Pa. It is proposed to equip the schools with lanterns and lantern slides, to be used by historical, geographical, and other classes. It is claimed that by using these slides in illustrating the lessons, better work can be done.

Newark, N. J. The board of education decided to gradually abandon the use of slates in the public schools.

Fully ninety per cent. of the cities using free text-books are now using the Holden system of preserving books, articles manufactured by the Holden Patent Book Cover Co., Springfield, Mass., for the protection of both the inside as well as the outside of the books. Free text-book school boards will do well to look into this matter as the saving effected is estimated by those places using the system, to be largely in excess of its cost.

The Holden Patent Book Cover Co., Springfield, Mass., have supplied their book covers and repairing material to a great number of city school boards for fall use. Among them, Pittsburg, Allegheny, Erie, Harrisburg, Reading, Scranton, Hazleton, Duluth, Minn., Bangor, Me., Worcester, Lowell, Fall River, New Bedford, Taunton, Salem, Hartford, and a very large number of others. Their business increases largely every year because their articles prove a great saving of the books.

We are pleased to see the deserved success of the Holden Patent Book Cover Co., Springfield, Mass. Every year their business grows largely, because the use of their articles really saves the destruction of the school books. They only have one price to all school boards, and are so modest in their statements that a prominent school superintendent recently said to them, "you don't state your case half strongly enough; I have watched the effect carefully in our schools and am satisfied the books last more than twice as long." Free text-book school boards better look into this matter.

The Educational Association, 216 Clark street, Chicago, has placed an ingenious device upon the market which enables the teachers to draw their own maps for class room work. Write for circular.

The Wisconsin School Supply Co., located at Milwaukee, purchased two hundred sets of Chamber's encyclopedia, revised edition, at a recent failure, and will dispose of them at \$15 per set. The regular price is \$31.

The New York office of the Smith & White Mfg. Co., Holyoke, Mass., of school stationery fame, is located at 519 Broadway.

The School & Office Supply Co., Grand Rapids, Mich., has increased its stock of school supplies, and is able to furnish everything, from a pencil to a school desk.

Chicago. Board of education purchased kindergarten chairs from Thomas Charles & Co.

SCHOOL FURNITURE.

Chattanooga, Tenn. The Hudson "Boltless Automatic" oak desk was contracted for.

Kingston, Pa. The new school will be equipped with the Victor desk manufactured by Thomas Kane & Co., Racine, Wis.

New Albany, Ind. Contract for desks and complete equipment for eight room building went to the U. S. School Furniture Co., Mr. Pierson, Agent.

S. W. Peregrine has been made the Secretary of the Grand Rapids Seating Co. He succeeds J. B. Furber who is now with the Manitowoc Seating Co. Mr. Frost is the President and General Manager of the Grand Rapids Seating Co., while W. J. Perkins is the first vice-president, and C. B. Judd is second vice-president. The Company's eastern department is located at 63 5th Avenue, New York City.

Chattanooga, Tenn. Board accepted a bid of the United States School Furniture Co. for supplying 375 feet of recitation seats.

Wilkes Barre, Pa. Thomas Kane & Co., Racine, Wis., was awarded the contract to furnish adjustable desks for the new school building, and assembly hall.

Shippensburg, Pa. The contract for furnishing the new school building was awarded to Thomas Kane & Co., Racine, Wis., the new Victor desks, of the Folding pattern, having been selected by the board.

Joplin, Mo. Board purchased fifty-four desks, and ten rear seats from Thomas Kane & Co., of Chicago.

Chester, Pa. A contract for 115 desks was awarded to the Bobrick School Furniture Co.

Detroit, Mich. The Grand Rapids Seating Co. was awarded the contract for school desks.

Seranton, Pa. Bids for supplying furniture for the new high school were received from the following firms: Hill & Cornell, Seranton; Thomas Kane & Co., of Chicago; Cleveland School Furniture Co., of Cleveland; Andrews-Demorest Seating Co., of New York; Adjustable Chair & Desk Co., of Boston.

Moundville, W. Va. Board of education awarded school furniture contracts as follows: Hudson School Furniture Co., of Athens, O., for desks; Dayton Church and Opera Chair Co., of Dayton, O., for opera chairs for school hall.

Valparaiso, Ind. Finney & Bartholomew were awarded the contract to supply the furniture for the city school during the coming school year.

Syracuse, N. Y. Board accepted a bid of Randolph-McNutt to furnish 632 adjustable desks.

Joplin, Mo. Board instructed the secretary to purchase seats for the Franklin school building from Thomas Kane & Co., of Chicago.

Duluth, Minn. The Duluth School Seating Co. has another improvement on a school desk pending, and will enlarge its business. The patent rights have been obtained. The company's business is now in charge of J. J. Baskerville.

Sheboygan, Wis. The contract for adjustable school furniture was awarded to the Manitowoc Seating Co.

Rock Island, Ill. R. Crampton & Co., representing Thomas Kane & Co., Racine, Wis., were given the order for 300 school desks.

Brooklyn, N. Y. Board received a proposition from the Central School Supply House to furnish politico-relief maps at \$100 per set.

St. Louis, Mo. Board ordered purchased, forty-three sets of the politico-relief maps, published by the Central School Supply House of Chicago, at \$4 a set. Also fifty sets of Yaggy's geographical portfolios, published by C. F. Rassweiler & Co., of Chicago, at \$40 a set.

Kansas City, Mo. Years ago school desk contests were the occasion of fun and laughter. Each salesman had his desk on exhibition and was admitted alone, before the board, to prevent interruptions by rivals. The salesman jumped on the desks, pounded them with hammers, and once a salesman threw his desk almost to the ceiling and let it fall on the floor. This was done to show the strength and durability of the desks. The shrewd agent had done it before and knew just how much rough treatment his wares could stand. It happened one day that an agent appeared before the board who had never heard of such rough tests. The man who preceded him had caused almost as much noise as a machine shop, by his pounding. "Hit your desk with that hatchet," said a member of the board to the agent. "Yes, certainly, hit it with a hatchet," replied the agent, in a dazed, uncertain sort of way. Here was something that might end in disaster, but he couldn't refuse. He seized the hatchet and aimed a tremendous blow at the iron framework of his desk, but his courage failed him, and when the hatchet reached the desk there was the sound of only a light tap. Again and again did the agent aim blows that seemed certain to demolish his furniture, but the blows always lost steam before they were delivered.

The bankrupt stock of Wabash desks handled by Donahue & Henneberry and which that firm purchased from the Wabash (Ind.) School Furniture Co., which is now in the hands of a receiver, is being sold at all sorts of prices. In June a bid was made at Atlanta, Ga., to deliver the Wabash desk set up and screwed to the floor at \$1.55. The freight to that point is 30 cents per desk. At Belvidere, Ill., the desk was sold last month at \$1.40 down on single desks f. o. b. cars. Belvidere. Their bid at Bushnell, Ill., was Nos. 1 and 2, \$1.65; Nos. 3 and 4, \$1.55; Nos. 5 and 6, \$1.45; rears, \$1.30. The board required a bond that the desks would be made out of sugar maple or birch, but the contractors failed to comply.

Cleveland, O. The contract for placing the furniture in the additions to the Clark, Barkwill and Willard schools was awarded to the Favorite Desk & Seating Co., of Cleveland.

The Chandler Adjustable Chair and Desk Co., of Boston, has just issued a neat catalogue, showing their plant and describing the same. A number of illustrations showing faulty positions in the school room, the disproportions between child, seat and desk. These illustrations were originally published in Dr. Chas. S. Scudder's report by the Boston School Committee. An interesting description is given of the Chandler adjustable desk, its parts, etc., with a list of prices. The castings are minutely described as to thickness, strength, sizes, etc. The measuring gauge, invented by Frederick W. Hill, the general manager of the company, is also described.

Louisville, Ky. Board purchased 700 desks from the Piqua School Furniture Co.

The Manitowoc Seating Co. were awarded contracts for its adjustables by the new Normal school at Superior, Wis.,

also at Grand Rapids, Appleton, Centralia, Medford, Wis., Two Harbors, Cloquet, Vermillion, St. James, and Minneapolis, Minn., as well as many other points.

The Chandler Adjustable Chair and Desk Co., of Boston, were recently awarded contracts for school desks by the school boards and school committees in the following cities: Yonkers, New York Juvenile asylum, Brooklyn (six orders), Rye, New York; St. Vincent's seminary, St. Louis; West Superior, Waukesha, Wis.; Plainfield, East Orange, Montclair, N. J.; Seranton, Pittsburg (three orders), Pa.; Bristol, Westerly, R. I.; Saugus, Lynn, Cambridge, Newburyport, Salem, Methuen, Bridgewater, Springfield, Mittineague, Mass.; Woodsville (two orders), N. H.; Taftville, New Britain, Conn.; Randolph, Ryegate (two orders each), Vt. Rev. Edward McSweeney, Bangor, Me.

Bucyrus, O. C. Roehr & Sons, manufacturers of school furniture, have notified their men that they will reduce wages 25 per cent.

Boston. Ordered the Chandler adjustable furniture for the Bowdoin school.

Racine, Wis. Contract awarded to Thomas Kane & Co.

Sandusky, O. Contracts were given to the Grand Rapids Seating Co., Cleveland School Furniture Co., and Favorite Desk and Seating Co.

The Bobrick School Furniture Co., of Boston, Mass., was awarded contracts for school desks last month, in the following named cities: New Hampshire.—New Parker school, public school, Manchester; new public school, Antrim; Rt. Rev. D. M. Bradley's new parochial school. Massachusetts.—Tewksbury, refurnishing three schools; Amherst, refurnishing public school; Fitchburg, State Normal school; Chicopee. Aldenville, Alwood, Church street, and Williamansett schools; Peabody, new public school; Swamp scott, refurnishing Phillips school; Fairhaven, new high school, also new eight-room school buildings; Brockton. Lincoln school; Northampton, Pine street school; Natick, new high school building; North Adams, new State Normal; South Hadley Falls, new public school; Cohasset, public school; Holyoke, first ward, new sixteen-room school building, also refurnishing Appleton street and Chestnut street schools; New Bedford, new public school; Whitins, Linwood school. Connecticut.—Stonington, new public school; Mount Carmel, new public school. New Jersey.—East Orange, refurnishing Ashland school; Bloomfield, new public school. Pennsylvania.—South Chester, new public school. Vermont.—Richmond, public school. New York.—Gray, public school; Yonkers, Halsted school. Maine.—Wells, new public school.

Milwaukee. The U. S. School Furniture Co. was awarded the contract to furnish 600 adjustable desks for the West Side high school.

Joliet, Ill. The Central School Supply company was awarded a contract to furnish 300 seats.

Syracuse, N. Y. The Chandler desk company of Boston, will institute mandamus proceedings to compel Dr. L. A. Saxer, the president of the board of education, and the members of the building committee to sign the contracts let to that company for adjustable desks for Clinton and Garfield schools. Corporation Counsel Ide declares that the contracts are legal, notwithstanding that the common council has refused to approve them, and the Chandler company will proceed on this ground. President Saxer and the members of the committee, however, have refused to sign the contracts until they have been approved by the council. They do not want to take the chance of being held personally liable for the seating of these schools.

Kansas City, Mo. The board has awarded the contract for school furniture for the new additions, to the Springfield Furniture company of Springfield, Ill.

HEATING AND VENTILATING.

The new Lucia Ave. School at Louisville, Ky., Joint School number 16, Wauwatosa and North Greenfield, and State Normal School, Framingham, Mass., will be equipped with the Johnson System of Temperature Regulation.

Zumbrota, Minn. The school trustees ordered the Johnson System of Heat Regulation placed in the Fifteenth district building.

Southington, Conn. The Fuller & Warren Co. have placed their heating and ventilating system in the new high school.

Green Bay, Wis. The Fuller and Warren Co. are to place four of their furnaces in the new school building.

Freeport, Ill. The Peck-Williamson Heating and Ventilating Co.'s System has been placed in the Third ward school building.

Helena, Mont. The state board of education awarded the contract for a system of heating and

ventilation for the Agricultural College at Bozeman to the Peck-Williamson Heating and Ventilating Co., of Cincinnati, O.

Dayton, O. The Smead Furnace and Foundry Co. were awarded the contract to replace the furnace in the Central district.

Dayton, O. A contract has been made with the Peck-Williamson Company for two furnaces, one for the sub-tenth and the other for the fourth district school building.

Reading, Pa. Board has decided to place a Florida heater in the Ninth and Spruce street school building.

The State Board of Education, of Montana, appointed last December, a committee consisting of State Architect J. C. Paulson, Hon. T. E. Collins and Hon. Walter Cooper, to visit eastern cities and investigate systems of heating, ventilation and sanitaries. These gentlemen visited in turn St. Paul, Minneapolis, Milwaukee, Chicago, Detroit, Buffalo, Syracuse, Boston, Hyde Park, Lowell, New York, Kenton, Brooklyn, Washington, Norfolk, Hamilton and Cincinnati. They made anemometer tests in 127 different buildings, and in their report recommended the Peck-Williamson Company's system. On the strength of this report Mr. George Peck, the president of the company, is now in Montana, where he has closed contracts for the introduction of the company's system in state buildings, aggregating \$40,000.

Mansfield, O. After protracted discussion the board of education adopted the Fuller & Warren Furnace System.

Racine, Wis. The board of education adopted the Johnson System of Temperature Regulation for the high school.

AN ACTIVE EDUCATOR.

The president of the Georgia State Teachers' Association is indeed a young man. He was born in 1863. But not too young to fill this honorable position with dignity and ability. The members thought so and re-elected him for '96-'97 over his protest.

Mr. Stewart is a Georgian who graduated at Emory, 1883, and taught six years at the Cherokee

Wesleyan Institute. He was president of the Harvard Seminary for young ladies at Marietta for three years and organized the public school system of that city.

In state educational matters he has been an active figure. He drafted the bill placing U. S. History and Georgia History in

the public school course. He was the author of the resolution creating a home on Cumberland Island and served as a member of the building committee. He is the author and manager of the Georgia Reading circles, and the founder of the Summer Normal held under the auspices of the Teachers' Association, and is now chairman of a committee to prepare a general course of study for the common schools of Georgia.

Mr. Stewart's career is one of intense activity and great usefulness.



JOSEPH S. STEWART,
Supt. Schools, Marietta, Ga., and
Pres. Georgia Teachers' Ass'n.



AUDITORIUM OF THE GEORGIA TEACHERS' ASSOCIATION, CUMBERLAND ISLAND.

BOOK REVIEWS.

HERBERT'S A B C OF SENSE PERCEPTION. By William J. Eckoff, Ph. D. Cloth; 288 pp. D. Appleton & Co., New York, Chicago.

Volume XXXVI in the National education series, edited by Wm. T. Harris, LL.D., U. S. commissioner of education. The work translated, with introduction, notes, and commentary, by Prof. Eckoff will be of great value in understanding the teachings of Herbart that are now receiving so much attention. In his preface the editor notes the relations between the works of Pestalozzi and Herbart. The former taught the importance of the intelligent use of our senses, close observation, and comparison of the objects of sense. The latter would supplement this and would secure the assimilation of all our new perceptions by the amount of experience already stored in our minds. The one shows how to take in all the mental nutriment possible; the other shows the importance of its thorough digestion. The one calls attention to the proper perception of forms and plane figures, the simplest of which is the triangle; the other would have the learner trace out all the relations between the parts of triangles by trigonometrical functions. The one stops with the perception of objects, the other would see that all perceptions and cognitions become knowledge and experience, usable in making further acquisitions until we understand the principles of art and beauty, of truth in its highest relations in "Aesthetic Presentation of the Universe." So the field that Herbart has opened up before the teacher is an extended one. Unfortunately, most teachers have to begin their work before mastering all this philosophy of teaching. And yet, we can remember teachers who never heard of Pestalozzi. Froebel or Herbart, who, with an in-born aptness and talent, and love for their work, instinctively had caught something of the principles that have been developed and elaborated by these educational reformers. The work of education is of such importance as to demand the full understanding of all its principles and philosophy. But while we cannot help thinking that an inspiration to teach may sometimes come direct to humble workers among the little children, it is well to follow the discussions, or read the books of the great educators.

MANUAL OF GEOLOGY. By James D. Dana, Yale University. Large Octavo. Cloth; 1,087 pp., \$5. American Book Co., New York, Cincinnati, Chicago.

This is the favorite edition of Dana's manual, completed but a short time before the author's death. Previous editions, each in its time, had been recognized as an authority. The investigations that have been going on, especially under the direction of the United States geological survey, have brought new facts to light and have led to some changes in opinion. The manual has been wholly rewritten and includes the results of the latest researches. Nearly 400 pages are devoted to physiographic, structural, and dynamical geology. The historical geology relates mostly to America, but illustrations are brought from other continents. The work is illustrated by nearly sixteen hundred figures in the text, and two double-page maps. Paleontology is especially well illustrated. This edition of the manual is the most complete and elaborate authority on the subject that has yet appeared. The work of the publishers has been admirably done. W. H. B.

A NEW MANUAL OF METHOD. By A. H. Garlick, B.A. Cloth; 331 pp. Longmans, Green & Co., New York.

The author is head master of the Woolwich P. T. Centre. During ten years in which he has been teaching school methods he has taken notes to aid him in his work. Out of these notes this manual has grown. There are other manuals, treating of different parts of school work, but this is intended to cover the whole work of the common schools. Each subject is treated analytically, and points are stated in as condensed a manner as possible. Under school economy, suggestions are made as to the proper arrangement of the school house, light, heat, ventilation, and the comfort of pupils. Discipline, classification, notes of lessons, class teaching, object lessons, kindergarten, are treated systematically and quite fully. The proper methods of teaching each of the common branches are given. Examination questions to set student teachers to thinking, and to test their judgment are appended to each chapter. The book is remarkable for its analytical arrangement, and condensed manner of statement. Young teachers will find more that is really helpful to them in this book, than in many more pretentious volumes. W. H. B.

PRACTICAL LESSONS IN PSYCHOLOGY. By Wm. O. Krohn, Ph.D., Professor of Psychology, University of Illinois. Cloth; 410 pp. Werner Co., Chicago, New York.

This is not an abstract treatise written in the cloister. The author has been in the habit of lecturing before teachers' institutes on those phases of the subject that have a practical application in the work of teaching. These lectures have excited intense interest, and are here published in attractive book form. The author, while availing himself of principles and facts given by other authorities, has observed and investigated for himself. The relations between physical and mental conditions are recognized. The laws of our sensations are treated in the light of physiological science. The sensations and perceptions of children are discussed entertainingly, and in a way to suggest the correct principles of teaching. Many interesting facts and incidents, and results of experiments are related that have an important bearing on educational work. "Cramming" in every form is to be condemned, undue haste in promoting, and in giving children studies they are not mature enough to under-

stand readily is injurious. "Every teacher should have a school museum, made up almost entirely of interesting objects that the pupils have collected." By such exercises in collecting and observing children will grow naturally, and will not need to be forced. All the faculties of the mind are treated in a fresh, original, suggestive, practical manner. The style is not technical or abstract, but simple, plain, vigorous, common sense English. It is a valuable book for every teacher.

THE RHYME OF THE ANCIENT MARINER. By S. T. Coleridge. Boards; 41 pp. American Book Co., New York, Cincinnati, Chicago.

A new number in the eclectic English classic series, well edited, with introduction and notes, in convenient form for use in school classes.

ELEMENTARY ALGEBRA. By H. S. Hall, M.A., and S. R. Knight, B.A. Revised and Enlarged by F. L. Sevenoak, A.M., Stevens Institute of Technology. Cloth; 516 pp., \$1.10. Macmillan Co., 66 Fifth Ave., New York.

The increased requirements of the higher institutions in their mathematical courses, furnish the occasion for the revision and enlargement of this text-book. The aim has been to make the book all that can be required. It seems something more than elementary when we look at its more than 500 pages. Time and space have been taken for completeness in definitions, explanations, and illustrations. Exercises for practice are abundant. Some subjects are discussed beyond the limits generally assigned to them in an elementary book. But these are well enough, provided the pupils are sufficiently mature to master them. Generally classes have completed a smaller book and then taken the study again in a more advanced book, when they are better able to comprehend these more difficult subjects. Some of these subjects might, in the discretion of the teacher, be left for review. This is an excellent book, but there is a good deal of algebra in it for a beginning class, if a beginning class is what an elementary book is for. It is well adapted to a beginning class of matured students.

INTRODUCTION TO SOCIOLOGY. By Arthur Fairbanks, Yale University. Cloth; 274 pp., \$2. Imported by Charles Scribner's Sons, New York City.

In view of the increased attention given to the subject at the present time, and the vague ideas that are often prevalent, the author has prepared this work, not aiming to do more than to direct the attention of students to some important facts and principles. He has done much to systematize the subject. He has aimed to be exact in his definitions. He is close in his reasoning. He freely takes exceptions to views held by others that he considers erroneous. Some analogies that have been employed are misleading. Society is organic, but not in the sense of a biological organism. Society in general is made up of smaller social groups, each having its own social activities. There is an interdependence among all these. The reformer, the statesman, the minister, must choose, each for himself, the manner in which he can best work for the improvement of society in general. The book is scholarly, and calls for careful reading. Marginal notes are helpful, and there is an extended biography.

A STUDY IN SCHOOL SUPERVISION AND MAINTENANCE. By Henry C. Fellow, Ph.D. Published by Crane & Co., Topeka, Kan.

This is the first volume we have seen that throws light upon the subject of school administration, from a practical standpoint. It is replete with valuable data and information, and ought to serve as a School Board Hand Book. We compliment the author for entering this important field, and the publisher for their wisdom in accepting the manuscript. The volume consists of 175 pages, and begins with a chapter on National Supervision, followed by state, county, and township supervision. District and city supervision come in for adequate attention. Under these various chapters the subject is properly divided and treated in a comprehensive manner. The origin and idea of each plan is briefly, but lucidly stated. Well arranged data ingeniously classified and arranged is presented. The organization of every state in the Union is opened to convenient inspection. On the whole the work is a valuable one, and ought to meet with the patronage it fully deserves.

SPENCERIAN PENMANSHIP, Vertical Edition. Common School Course, Nos. 1, 2, 3, 4, 5, 6. Published by the American Book Co., New York, Cincinnati, Chicago.

The Spencerian slant system took a front rank in penmanship for many years, owing to the beauty and symmetry of its lines. In fact, it has stood for a time as a sort of barrier against the vertical system. The vertical, however, has come to stay, and it remained for the Spencerian to join. This it has now done. The new copy-books carry out the plan of the new penmanship in a most successful manner, retaining the grace and style of the slant letters as far as possible, and gaining in the roundness and fullness of the vertical. W.

AN INTRODUCTION TO THE STUDY OF AMERICAN LITERATURE. By Brander Matthews, A.M., LL.B., Professor of Literature in Columbia College. Cloth; 12mo., 256 pages. Illustrated. Published by the American Book Co., New York, Cincinnati, Chicago. Price \$1.

The author, in a prefatory note, states that the book is exactly what its title indicates. The various American writers are introduced, their life and labors related: how they influenced the time in which they lived, and in turn how they were influenced by it. The illustrations consist of portraits and facsimiles of manuscript. The volume opens

with the colonial period, and closes with a summary consideration of our literature at the close of the Nineteenth Century. The authors name is a guarantee for the work. He sustained the reputation he enjoys. W.

GULLIVER'S TRAVELS, The Voyage to Lilliput and Brobdingnag. By Jonathan Swift. Riverside Literature Series, Nos. 89 and 90. Published by Houghton, Mifflin & Co., Boston, New York, Chicago. Price 40c.

The two parts given in this volume are in such capital opposition to each other that they form a complete book by themselves. The editor claims, and with justice, that these "travels" have a double nature, in that they are read by the young as an absorbing narrative, and by the old for the deeper meaning, as the product of one who was much concerned in politics and religion. The book is well equipped with notes and maps. W.

TALES FROM SHAKESPEARE. By Charles and Mary Lamb. Published by Houghton, Mifflin & Co., Boston.

This book is a fascinating one. The story in the dramas of the undying Shakespeare is told in a manner that brings out all the strangeness of plot, the beauty of ideals, and the moral. W.

THE LAST OF THE MOHICANS. A Narrative of 1757. By Jas. Fenimore Cooper. Published by Houghton, Mifflin & Co., Boston. Price 60c.

What boy does not love this story. What man does not love to read it again. The work needs no review here. It has been reviewed time and again. It simply remains for us to comment upon the enterprise of the publisher, to bring it out in the Riverside series at so low a price, in such a neat and compact form. W.

LEE'S VEST POCKET POINTERS FOR BUSY PEOPLE. Published by Laird & Lee, Chicago.

"Lee's Pointers" is a book for business and professional men in this busy world of ours. It contains quick and accurate information for persons in all walks of life—the farmer, the artisan, the student, etc. It will also serve in the capacity of a dictionary, whose pronunciation is based upon Webster, universally accepted as the highest authority. It should be in the hands of every teacher who appreciates a booklet that is a time-saver.

REVOLT OF THE TARTARS, OR FLIGHT OF THE KALMUCK KHAN. By Thomas De Quincey. Published by American Book Co., New York, Chicago.

The author of the "Revolt of the Tartars" is better known to the literary public as the author of "Confessions of an Opium Eater," viz., Thomas De Quincey. His writings are multifarious, and strongly express his originality. In this book, the author treats of the withdrawal of the vassal tribes of Kang Hi, the tyrannical emperor of China, and their subjection to the Russian Czar. After enjoying tolerable prosperity for a time, they were, in turn, cruelly persecuted. They turned their eyes toward the land of their birth, and were received with outstretched arms by Mu Ching Te, a mild ruler. Their wanderings are touchingly told. They were the "Wandering Israelites," who, after years of toil, finally reached the promised land, or the sturdy Pilgrims who sought a foreign strand to enjoy the pursuits of happiness.

SCHOOL RECREATIONS AND AMUSEMENTS. By Charles W. Mann, A.M. Published by the American Book Co., New York, Chicago, Cincinnati.

This book is based upon two ideas. First, that the surroundings and the various elements of school life should accord as closely as possible with the needs of the unfolding nature, and the growing abilities of the child, and that they should be a source of constant and increasing pleasure to the pupil. Second, that the school life is a period in which the training of youth should possess harmony, unity, and completeness, including not only instructions in books, but much of nature, of social life, and physical culture. In a word it aims at removing all unnecessary friction in study, and in making it as natural as play.

ELEMENTS OF GEOMETRY. By Andrew W. Phillips, Ph.D., and Irving Fisher, Ph.D., Professors in Yale University. Crown, 8vo. Cloth; 540 pp., \$1.75. Harper & Brothers.

This is the first book yet published in a proposed mathematical series founded on the works of the eminent Elias Loomis. Many of the excellent features of that series are to be retained. This geometry, however, is almost an entirely new book, and possesses some peculiarly interesting and valuable features. Definitions are given when they are needed, and constructions are called for when it is necessary to use them. The brief introduction opens up the whole subject and sets the learner at work at once. The statements of propositions, the reasonings with all necessary references to previous demonstrations, and the conclusions are as concise and as clear, it would seem, as they can possibly be made. In the geometry of space the figures are half-tone, photo engravings of actual models, prepared for



ROBT. G. YOUNG,
Newly elected Superintendent,
Rock Island, Ill.

use in the university. These, especially in spherical geometry, are exceptionally fine. It is difficult for many learners to form a correct conception of solids from skeleton diagrams alone. That difficulty is here entirely removed. Skeleton diagrams are, however, placed by the side of the engravings, for the learner to fill out in his own mind. Natural and symmetrical methods of demonstration are employed. The theory of limits is not touched upon as something self-evident, but is clearly explained and illustrated. Special attention is given to the ones relating to the transformation of proportions. Rigid demonstrations are given and required, corollaries are used as exercises to be demonstrated. These, and many other exercises distributed through the book supply what is called for in original or inventive geometry. In the appendix are many pages of extra propositions. The introduction to modern geometry furnishes abundant material for special expert students. The little notes on the history of some noted demonstrations add interest to them. Altogether, this text-book presents many new and peculiarly excellent features. If there has ever been a tendency to make things agreeable to school children, by attempting to teach difficult subjects in a few easy lessons, this book is not in the line. But it is an attractive and agreeable book, admirably adapted to develop, by vigorous, original work, the reasoning power of the faithful, interested student of mathematics.

THE EDUCATIONAL MUSIC COURSE. By Luther Whiting Mason, Jas. M. McLaughlin, Supervisor of Music, Boston Public Schools; Geo. A. Veazie, Supervisor of Music, Chelsea, Public Schools, W. W. Gilchrist, Author of "Exercises for Sight-Singing Classes," etc., Nathan Haskell Dole, Author of "The Hawthorne Tree and Other Poems." Published by Ginn & Co., Boston, New York, Chicago.

The presentation of the first three books of this new course to the school public, marks another advance in music education. As the presumable last work of the lamented Luther Whiting Mason, strengthened by the other able authorities on this study, it would, at first glance, seem worthy of the highest attention. An examination of the first three books of the course fully warrants the impression. It is built along natural lines, founded on the rhythmical basis, and arranged on a well defined and systematic plan. Meaningless scale exercises are avoided. The songs are pleasing, and lead from the simple to the richer in a natural way, introducing and illustrating each difficulty so that the class teacher can carry along the work with success. A regard for the young voice is held throughout, and the literature is well chosen. It is a progressive system, and abreast with the best ideas on music education.

BOOKS RECEIVED.

The First 10 Numbers Arranged for the Use of First Grade Pupils of Public and Private Schools. By Anton Rheude, Milwaukee, Wis.

The Werner Introductory Geography. By Horace S. Tarbell, A.M., LL.D. Published by Werner School Book Co., New York City.

A Manual of Common School Law. By C. W. Bardeen. Published by C. W. Bardeen, Syracuse, N. Y. Price \$1.

Initiary French Readings, Premiere's Lectures. By Veteran. Published by Wm. Jenkins, New York. Price 75c.

The Educational Music Course. By J. M. McLaughlin, G. A. Veazie, W. W. Gilchrist, N. H. Dole. Published by Ginn & Co., Boston, Mass.

First, Second, and Third Reader. Price 35, 35, 40 cents respectively.

Elements of Geometry. By A. W. Phillips and Irving Fisher, Ph.D. Published by Harper & Bros., New York. For sale by Des Forges & Co., Milwaukee, Wis. Price \$1.75.

A French Grammar for Schools. By G. Eugene Fasnacht. Published by Macmillan & Co., New York. For sale by Des Forges & Co., Milwaukee. Price 70c.

Required Literature of the Chautauqua Literary and Scientific Circle.—The Growth of the French Nation. By George B. Adams. Published by Flood & Vincent, Meadville, Pa. Price \$1.

French Traits. By W. C. Brownell. Published by Flood & Vincent, Meadville, Pa. Price \$1.

A Study of the Sky, a Popular Astronomy. By Prof. H. A. Howe. Published by Flood & Vincent, Meadville, Pa. Price \$1.

A Survey of Greek Civilization. By Prof. J. P. Mahaffy. Published by Flood & Vincent, Meadville, Pa. Price \$1.

A History of Greek Art. By Prof. Frank B. Tarbell. Published by Flood & Vincent, Meadville, Pa. Price \$1.

The Chautauquan, A Monthly Illustrated Magazine, Twelve Numbers, \$2. Published by Flood & Vincent, Meadville, Pa.

English Visible Speech, in Twelve Lessons. By Alexander Melville Bell. Published by the Volta Bureau, Washington, D. C. Price 50c.

An Introduction to the Study of American Literature. By Brander Matthews, A.M., LL.B. Published by the American Book Co., New York.

City Spencerian Penmanship, Vertical Edition, Nos. 1, 2, 3, 4, 5, 6. Published by the American Book Co., New York.

A Study of School Supervision and Maintenance. By Henry C. Fellow, Ph.D. Published by Crane & Co., Topeka, Kansas.

F. Berger's French Method (1896). Published in New York. Price 75c.

The Werner Grammar School Geography. By H. S. Tar-

bell, A.M., LL.D. Published by the Werner School Book Co., New York.
American and British Authors. By Frank V. Irish. Published by F. V. Irish, Columbus, O. Price \$1.25.

MAGAZINES RECEIVED.

Lippincott's Magazine for August. Published by J. B. Lippincott & Co., Philadelphia. Price 25c.

McClure's Magazine for August. Published by S. S. McClure Co., New York. Price 10c.

The Arena for August. Published by the Arena Publishing Co., Boston. Price 25c.

The North American Review for August. Published in New York. Price 50c.

The Century for September. Published by the Century Publishing Co., New York. Price 35c.

Harper's Magazine for September. Published by Harper & Bro., New York. Price 35c.

The Forum for September. Published by the Forum Publishing Co., New York. Price 25c.

Review of Reviews. Published by the Review of Reviews Publishing Co., New York. Price 25c.

Scribner's Magazine for September. Published by Chas. Scribner's Sons, New York. Price 25c.

The American Kitchen Magazine for August. Published by the Home Science Publishing Co. Price 10c.

PUBLICATIONS.

Catalogue Central School Supply House, Chicago, Ill.
Western Drawing Teachers' Association—Third Annual Report—1896.

First Pennsylvania State Normal School, Millersville—Forty-Second Annual Catalogue, 1895-1896.

THE ART OF TYPEWRITING.

The *Boston Herald* and the *Hartford Courant* have recently made a plea for shorthand and typewriting that a young man or young woman taught in these branches have an easy way often to profitable employment.

The *Herald* also believes that instruction of this kind is worth giving merely for the training in English which it involves. Mistakes on a type-written sheet are so conspicuous that they stamp themselves on the memory. Besides this, some educators hold that "as a teacher of English composition, the type-writer to-day stands without a peer."

The *Courant* adds: It doubtless has an educational value; it is easily learned, and it may be that as an educational instrument alone it will yield results important enough to justify the time spent on it, leaving any practical familiarity with rapid writing as a clear gain. Moreover, it is not so readily or completely lost by disuse as the art of shorthand when it has been imperfectly learned under compulsion. It may be recovered in a short time even after a considerable interval. In fact, adults who learn it *de novo* say it is ridiculously easy to attain a very fair speed. For instance, a telegraph operator took it up in this way and in about two weeks was able to take press dispatches on his typewriter. He was naturally quick to learn, but probably others have done a well.

Whether either or both of these branches of instruction be taught in public schools, their utility as a means of learning a livelihood is unquestioned. One who masters the double art is practically sure of employment. To persons of reasonably good education and modest ambition it offers opportunities they can hardly match elsewhere, always providing that they become really expert.

The attitude taken by these two important dailies is significant from the fact the educators have thus far been deeply absorbed in other branches leading to certain ideals, rather than to the practical, thus regarding the typewriter as among the ordinary paraphernalia of the school room without having special educational value. The business world now reminds the educator of some things which bear directly upon the theoretical and educational as well as upon the practical and the useful.

If the manufacturers of the Remington and other well known typewriters will turn their attention to the educational phases of their machines they will add materially towards a better use of the English language as well as extend their industry.

J. M. OLCOTT.

The sketches of leading men in the educational publishing and supply business, as published



J. M. OLCOTT,
New York City, New York.

from time to time in these columns, have brought out many interesting facts, and have added valuable data on the forces that have developed important interests. The growth of the educational publishing business and its kindred interests has been attended with men and conditions during the last half century whose labors are worthy of per-

manent record. Much unselfish work and many sacrifices have been made which have reverted to the success of an educational system second to none in the world. Many of these men, who while engaged in school book and school supply lines as a business vocation, have accomplished more than a competence for themselves; they have lent valuable aid to the growth and development of a powerful school system. Some of these men are still upon the scene, claiming no particular credit and satisfied with the ordinary prominence attendant upon their present business.

Among these is J. M. Olcott of New York City, to whom this article is devoted. He was born in Eastern Indiana in 1833, educated in a log school house in part, but chiefly under the tutelage of his father. At the age of seventeen he began to teach school. He taught and "boarded around" for a year, when he entered the University from which he graduated in 1856.

A successful career in school work then followed. As superintendent at Lawrenceburg, Terre Haute and other places, and as founder of the Normal school at the latter place, he has made a name for himself.

In 1870 he became Western agent for Harper & Brothers, and for nine years he was a hard working book agent. During this time the "Battle of Books" was raging throughout the Western states and was fought to the "finish." During this time he had many encounters with the late Mr. Bragg, then with Van Antwerp, Bragg & Co., Cincinnati.

In '87 Mr. Olcott associated himself with W. A. Olmsted of Chicago, to push the sale of W. A. K. Johnston's maps and other school supplies. Through his efforts mainly these maps were introduced into most of the larger city schools in the United States.

Among his pupils while a superintendent were Judge Baker of Indianapolis and Ex-Senator Spooner of Wisconsin.

Mr. Olcott is now engaged with son in the school supply business in New York City. His business extends over the entire Eastern section to some extent in the West. His efforts have continually been to bring the best into the market. The growth of his business has demanded better and larger quarters which he secured recently by removing into a different building. Although past middle age he is still vigorous and may be seen every day at his post of duty.

Reading, Pa. An important ruling under the new compulsory educational law has been made by the solicitor of the School Board. As the demand for seating capacity in the schools already exceeds the supply, the board was in a quandary as to whether it would be compelled to appoint a truant officer whose position would be a sinecure. The solicitor decides that the clause of the act providing for the appointment of a truant officer is not mandatory, but a matter within the discretion of the board.

School Board Journal

FOREIGN HUMOR.



Unavoidable Delay.

TEACHER: Why were you late this morning?
WILLY SLIMSON: Mamma overslept herself and the cook had to get the breakfast.—Puck.

SOME PLURALS.

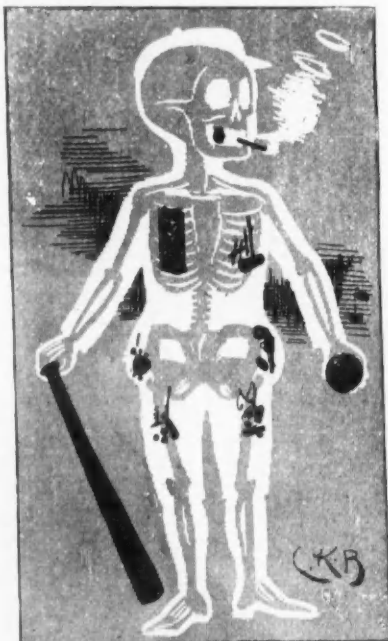
We'll begin with a box, and the plural is boxes,
But the plural of ox should be oxen, not oxes;
Then one fowl is a goose, but two are called geese,
Yet the plural of mouse should never be meese
You may find a lone mouse or a whole nest of mice,
But the plural of house is houses, not hices,
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But a cow if repeated is never called kine,
And the plural of vows is vows, never vine.

If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth, and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular's this and the plural is these,
Should the plural of kiss ever be nicknamed keese?
Then one may be that and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.

We speak of a brother, and also of brethren
But though we say mother, we never say methren;
Then the masculine pronouns are he, his and him,
But imagine the feminine she, shis, and shim.
So the English, I think you all will agree,
Is the queerest language you ever did see.

EXCURSION RATES TO INTERNATIONAL FAIR AT TORONTO, CAN.

For the above occasion the Nickel Plate Road will sell tickets from Chicago to Toronto and return, via Buffalo and Niagara Falls good returning until September 14th. Two fully equipped passenger trains run each day in both directions, with unexcelled facilities for a safe, comfortable and speedy journey. Write to J. Y. Calahan, Gen'l Agent, 111 Adams St., Chicago, for time schedule and other information.



The cherished contents of young America's pockets as revealed by unsympathetic X rays.

Professor (zu seiner jungen Gattin): „Ich muß dir schon sagen, mein liebes Kind, das verstehst Du nicht!“

Gattin: „Arthur, vergiß nicht, daß ich jetzt eine Frau Professor bin und mithin zu den gelehrten Frauen gehöre!“

TIRATA SFORTUNATA.—Don Simplicio per comattere l'influenza delle malinconie si è dato a frequentare i teatri. Ultimamente si dava „l'Ernani," e tutti lodavano l'opera; il nostro eroe con gli altri.

„Ma c'è un difetto," diss' egli, dopo qualche audizione.

„E quale?“

„Ecco. Nel terzo atto, dove si rappresenta la cospirazione, si trae a sorte il nome di colui che deve uccidere Carlo Vo. Orbene, qual nome è uscito la prima sera? Ernani. E la seconda? Ernani. E la terza? Ernani. Sempre Ernani, sei sere di seguito! Ora, questo non è verosimile. Che in una estrazione a sorte lo stesso nome esca una o due volte, passi pure, ma sei volte di seguito è troppo.“

Una vera ovazione accolse l e sue parole.—*Giornale delle Donne.*

Professor: „Können Sie mir sagen, wer Diogenes war?“

Schüler: „Bedeutet sehr, das weiß ich selber nicht.“

Professor: „Dieses Semester, liebe Frau, habe ich einen Zuhörer weniger!“

Professorin: „Wie heißt denn dieser unverdächtige Mensch?“

NOS DOMESTIQUES.—Jean Baptiste ayant laché une naïveté par trop forte, son maitre lui avait conseillé, en riant, de tourner sept fois sa langue dans sa bouche avant de parler. Le lendemain, le patron était dans son cabinet, attendant que sa femme eût fini sa toilette pour aller en soirée, lorsque Jean Baptiste entre, se plante devant lui et commence à tourner sa langue dans sa bouche, conformément à l'ordonnance.

„Voyons, qu'est-ce que c'est? Parle!“ s'écrie le maitre impatienté.

„Monsieur," dit Jean Baptiste après avoir accompli religieusement le nombre de tours prescrits, „c'est madame qui vient d'avaler une épingle!“—*Nouvelliste de El-rs.*

Lehrer: „... Nun, Herr Oberförster, wollen Sie uns nicht noch einige so hübsche Räthsel aufgeben?“

Oberförster (einen giftigen Blick auf den Jagdgehilfen werfend): „Ach was—da hat ja das Räthsel aufgeben gar keinen Werth, wenn so ein zuwiderer Kerl dabei ist, der s'immer gleich rausbringt!“

A VALUABLE REPORT FROM THE UNITED STATES WEATHER BUREAU.

Mr. Ford A. Carpenter, in charge of U. S. Weather Bureau at Carson City, Nev., writes, „The Rochester (stove pipe) Radiator is giving excellent satisfaction, a perfect circulation of warm air in the entire room. I have several Weather Bureau thermometers placed in various parts of the room, which is heated by a small stove and the Rochester Radiator, and it is remarkable how quickly and how uniformly the temperature rises.“ Anyone interested in economical house heating may obtain some valuable information free, by sending address to Rochester Radiator Co., No. 89 Furnace St., Rochester, N. Y.

A CHICAGO FIRM ENLARGES

C. F. Weber & Co., of Chicago, purchased the good will of A. H. Andrews & Co., together with the entire stock of school apparatus and supplies, also all the necessary machinery, tools, etc. for the manufacture of the same. The firm's facilities for continuing the manufacture of school supplies are ample, having a large six story factory and ware rooms, and according to its reports is crowded with orders. The transfer carries with it the well

SOME LATE VOLUMES OF THE

International Educational Series

The Psychology of Number.

By J. A. McLellan and John Dewey \$1.50

Teaching the Language-Arts.

By B. A. Hinsdale, LL. D. 1.00

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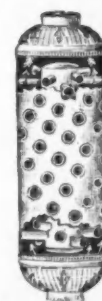


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York City, which has been organized with a capital of \$25,000. The president and general manager of the company is Mr. Heman P. Smith was for many years head drawing teacher in the Brooklyn schools and later connected with the American Book Company. The new company has already a good list of books and will add from time to time.

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Olean, N. Y. Music, elocution and physical culture added.

Greenville, Mich. Music, drawing and short-hand added.

Duluth, Minn. Board contemplates introduction of military training.

Flushing, L. I. Board is opposed to military drill. Also the Philadelphia board of education.

New York City. Military drill is being considered.

Pawtucket, R. I. Manual training to be introduced.

Lima, O. Music and German in lower grades eliminated. Special writing teacher abolished.

Everett, Mass. School committee added music.

Red Wing, Minn. Sloyd system introduced in Minnesota training school.

Chester, Pa. Stenography and typewriting added.

Helena, Mont. The Preece system for physical training to be introduced.

Philadelphia. \$5000 appropriated for study of music.

Utica, N. Y. Manual training to be introduced.

Brooklyn. President Swanstrom

of the board is opposed to the instruction on narcotics.

Troy, N. Y. The Preece system will be introduced.

Dallas, Texas. Proposition to introduce short-hand in grades above the 5th being considered.

Covington, Ky. Will drop Greek, French, Geology and Roman History, from high school course and German in the grades.

Escanaba, Mich. Military drill is given.

Brooklyn. Board is opposed to military drill.

Hartford, Conn. Board will add cooking and sewing for girls and wood working for boys in 8th and 9th grades.

Santa Barbara, Cal. Kindergartens will be added.

Cleveland. School council has been petitioned to introduce the Polish language in the public schools.

Hamilton, O. Board awarded the heating contract to the highest bidder, stipulating that local labor be employed, and union wages be paid.

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With its reputation for popular rates, intends to have its share of travel, caused by the International Fair at Toronto, Ont., Sept. 1st to 12th, for which it offers a fare of \$12.45 for the round trip, Chicago to Toronto and return, via Buffalo and Niagara Falls. Tickets on sale Aug. 31st to Sept. 3d inclusive, good returning until Sept. 10th. Address J. Y. Calahan, Gen'l Agent, 111 Adams St., Chicago, for particulars as to time of trains, unexcelled accommodations afforded, etc.

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School Board Journal



THE NEW SCHOOL OF METHODS IN PUBLIC SCHOOL MUSIC, HINGHAM, MASS.

Miss Gilbert Mrs. Preece Prof. Dann Miss Love Prof. Tapper Prof. Ripley G. C. Birchard A. P. Soule Mrs. Thomas Miss Crane Prof. Tomlins Dr. Rix

SUMMER MUSIC SCHOOLS.

A summer school usually presents the brightest side of all educational efforts and manifests all the enthusiasm for profitable work that could be desired, as well as offering some pleasant social features. The School of Methods, in Public School Music, held at Hingham, Mass., in July, and at Chicago during the month of August gave ample testimony of this fact.

The schools at Hingham opened with a faculty consisting of Messrs. Frederick H. Ripley and Thomas Tapper of Boston, authors of the National Music Course for Public Schools; Mr. William L. Tomlins of Chicago, who was associated with Theodore Thomas during the World's Fair as choral director at the exposition; Miss J. E. Crane from the Normal school in Potsdam, N. Y., and Mrs. Emma A. Thomas, director of music in the public schools, Detroit, Mich; Miss Gilbert, Miss Love and others.

Lectures bearing upon the different subjects were given by Dr. G. Stanley Hall, president of Clarke University, Worcester, Mass.; Mr. Frank A. Fitzpatrick of Boston, Mass; Prof. J. N. Ashton, of Brown University, Providence, R. I., and others. Mr. H. E. Dann of Ithaca, N. Y., gave a special course in penmanship; drawing was taught by Mrs. Mary Dana Hicks, of Boston; physical culture was taught by Mrs. Louisa Preece, author of the "Preece System of Physical Culture."

Hingham is a typical New England town, with shady trees, cosy homes, and hospitable people. Those who attended were delighted and resolved to attend again next year.

The Chicago school was held at the Oakland Club Rooms which are located in a delightful residence district near Lake Michigan. The faculty was essentially the same, except that the Chicago school had the assistance of Prof. W. S. B. Matthews, Miss Marie Hofer and J. M. Eppstein of Chicago, Prof. P. M. Bach, of Milwaukee, Prof. Herbert Griggs of Denver and C. C. Curtiss of Minneapolis.

The school was opened by a salutary address delivered by Major A. W. Clancy. The whole management of both schools was in hands of C. C. Birchard who won many words of praise and thanks for his zeal in securing the comfort of those present and in achieving the highest results.

In an interview with Mr. Birchard on the subject of the summer schools he said: "The world is continually striving after truth, continually asking as to what constitutes the best education. What is the influence our lives must need to make them useful and happy here, and everafter? The answer comes from great and good men: More spiritual

light and awakening! More purity of heart and purpose! The philosopher says: 'Education is Emancipation', an exaltation of the inner life over the material. It is a fight for character—a tuning of lives to the true, the beautiful, the good. And it is right here music has its significance in education.

"The Greeks considered music the language of the gods. Among them it ranked highest in education, and they correlated it actively with other subjects of discipline.

"They held that the essence of music was *rhythm*, and *rhythm* was, to them, the moving element of the universe. To the Greek even mathematics bore a close kinship to rhythm, and *music* was everything. Plato applied it directly to the proportionate and mutual order of all existence. All perfection had to do with rhythm. Their thought was to rhythm the soul in accord with the universal rhythm. It was rhythm—music—that influenced the heart, and made for character.

"It is for this grand philosophy that the 'New School of Methods in Public School Music' stands today."

At the close of the Hingham session resolutions of thanks for the management were adopted by the students. The Chicago school adopted the following:

WHEREAS, The session of the New School of Methods for 1896 has been pleasant and inspiring to a degree never

equalled in our previous experience, therefore, the members desire in this formal manner to express themselves:

Resolved, 1. That to Mr. C. C. Birchard we return thanks for his broad policy, whereby so able and representative a faculty has been brought together. And for his uniform kindness and courtesy in the management. 2. To the American Book Co., in appreciation of its enterprise in publishing the Natural Music Course, which we recognize as a great improvement on all others, and for their general breadth of view in educational matters. Also to the manager of the American Book Co., Mr. C. J. Barnes, and the assistant manager, Mr. L. M. Dillman, who have established and carried out the school along such superior lines. To Miss Mary R. Pierce for efficient services and kindly sympathy generously bestowed. And to Maj. A. W. Clancy for his services to the school in social ways, whereby the members have been more pleasantly situated, and the school more amply accommodated. 3. To the Oakland Club for the courtesy of their commodious and elegant quarters. 4. To the teachers of the school, particularly to the able Principals, Messrs. Ripley and Tapper, and to Mr. Wm. L. Tomlins, for their clear instruction and ample inspiration. 5. We also take the liberty to recommend that the session next year be made three weeks rather than two.

Respectfully submitted by the pupils of the New School of Methods, in Public School Music.

BLUFF POINT SUMMER SCHOOL.

The fifth session of the Catholic Summer School which closed at Bluff Point, Lake Champlain, N. Y., was the most successful in its history. The course of lectures delivered by some of the ablest men in the Catholic Church was largely attended by educators from different parts of the United States and Canada. The school is most delightfully situated on Lake Champlain, of easy access, and promises to be one of the great attractions in the near future. Many improvements are in contemplation, which when completed, will add very materially to the attractiveness of this institution.

The University Publishing Co. of New York, was represented at this school by Mr. John Keynton, and the publications of this company received much consideration from the three or four hundred teachers in attendance. Among the distinguished lecturers were Dr. Conde B. Palen of St. Louis, Mo., Dr. E. A. Pace of the Catholic University, Washington, D. C., Dr. Driscoll, Montreal, Dr. Vallette, Brooklyn, N. Y., Dr. Loughlin, Chancellor of Archdiocese of Philadelphia, Pa., Prof. Habermann, of the college of the city of New York, Prof. Henry of Overbrook Seminary, Rev. James A. Doonan of Boston College, Mass., Rev. T. J. A. Freeman, Woodstock College, Md., Dr. Richard M. Johnston of Baltimore, Md., Rev. F. N. Howard of Columbus, Ohio, and Rev. C. W. Curran of Baltimore, Md., and a number of others, equally celebrated.

Milwaukee, Wis. Architect Henry J. Van Ryn drew plans for a new school building for the Grand Rapids, Mich., board of education.



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Yours very truly,
(Rev.) C. C. BATEMAN.

To the above I now wish to add after a more intimate acquaintance with the Portfolio, that the value of the work in illustrating the flora and fauna of all climes cannot be estimated. I hope the Quartermaster General will place the Portfolio in all our Army Post Schools.

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Comment of Edward Everett Hale, in *Boston Commonwealth*, February 22, 1896:
"It is quite true that the time of a child of five years old is of no great importance, and that to save a child six months of drudgery is not any great saving to the working power of the world. But if, while you save that drudgery, the child is more alive and less stupid, that is a thing of a great deal of importance both to the child himself and to the world in which he is to work. And this sort of saving seems to be achieved by Mrs. Pollard's text-books."
In another column see advertisement of the Western Publishing House, Chicago, Illinois.

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School Board Journal



AMONG PUBLISHERS AND AGENTS.

T. W. Gilson was formerly the manager of the educational department of the J. B. Lippincott Co. and January, 1895, became a partner in the firm of Ginn & Co. and was assigned manager of their Chicago office.

J. A. Greene has been appointed general manager of the American Book Co.'s New York office and New York division.

W. S. Russell, the Western manager of Harper & Brothers at Chicago, was at one time with Ginn & Co. as their New Jersey manager. Previous to that he was superintendent at West New Brighton, Staten Islands. It is said that his sympathies with the Salvation Army were so strong that for the want of a piano he purchased a drum and had the children march in step while a monitor beat the taps.

C. C. Asbury represents the John Church Co. of Cincinnati. He assists S. L. Sayles in his work for the Model Music Course.

When O. P. Barnes, Ginn & Co.'s herculean Kansas representative, was recently asked to tell a good book agent story, he said: "I have nothing in mind at present, but when the weather becomes cooler I'll breathe moisture on my hands and stroke my dome of thought and evolve something."

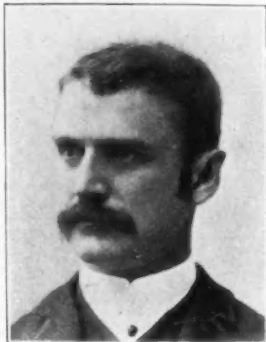
E. W. Newton, Ginn & Co.'s Eastern music man, is in smiles on the advent of a junior Newton.

Mr. Cranston, who represents E. H. Butler & Co. in Minnesota and Wisconsin, spent his honeymoon in the East.

Henry W. Blake, of the Milton-Bradley Co., Springfield, Mass., met with an accident while at Buffalo.

George H. Royce, with Thompson, Brown & Co., was injured by a cannon cracker on July 4th and experienced a narrow escape. Thereafter he was taken ill at Dayton, O., and confined to his bed for several weeks.

H. W. Childs of Syracuse, N. Y., who represents the American Book Co. in central New York, was at one time connected with Tainter Bros., Merrill & Co., publishers of Franklin Readers and Arithmetic. Charles Tainter afterwards became a judge of the Jefferson Market Police Court at a salary of \$10,000 a year, and his appointment was for nine years. When the reform administration was inaugurated in New York under the leadership of the present recorder, John W. Goff, Mr. Tainter was displaced and has since retired from active life. In the meantime Chas. E. Merrill formed the firm of C. E. Merrill & Co. as publishers of the *Critic* and latter sold it to enter the firm of Maynard, Merrill & Co. From Tainter Bros., Merrill & Co., Mr. Childs went to the American Book Co. and he left them in 1894 to associate himself with Ginn & Co. After one year's service, January, 1896, he returned to the American Book Co.



H. W. CHILDS,
Agent American Book Co.
Syracuse, N. Y.

J. M. Murray, formerly connected with Wm. Beverly Harrison, has resigned to accept a position with D. C. Heath & Co.'s New York office.

K. N. Washburn has been admitted a member of the G. & C. Merriam Co. publishers of Webster's International Dictionary.

C. W. Bardeen has recently issued a new history of New York State which complies with the Regents examination. The sale has been remarkably heavy, but several firms have in preparation histories of New York, or text books on history, and within two months the market will be flooded.

J. M. Eppstein represents the natural music course for the American Book Co. in the West.



J. M. EPPSTEIN,
Agent, American Book Co.

He began educational work as director of music in the public schools of Iowa. For a time he was with D. C. Heath & Co., representing the music course published by that firm, and entered his present position when the Natural music came out a year ago. He is an energetic worker, covers a great deal of ground and has been successful in his calling. He is an affable, round faced, round figured gentleman who can sing a song, tell a good story, and make friends as he goes along.

Mr. E. T. Hartman is the latest addition to the ranks of the school book men. He is connected with the educational department of Harper & Brothers. Mr. Hartman was at Buffalo, but being a new man he was not recognized, consequently escaped notice in the August number of this journal.

P. B. Hulse, who was for sixteen years with Clark & Maynard, and later with Effingham, May-



P. B. HULSE.

The veteran book man who has retired temporarily.

nard & Co. and Maynard, Merrill & Co., has retired from the school book arena and is enjoying life on his farm in Connecticut. Mr. Hulse was best known throughout Texas and the Southern States where he was called the Major. He was one of the veterans in the business, having served continuously for thirty-five years. At one time during his career he was the highest salaried man in the entire trade, and was then with A. S. Barnes & Co., New York. Strange in connection with Mr. Hulse's career was the fact that he was educated at his birth place, Port Jervis, N. Y., for the ministry. Mr. Hulse was the son of a farmer and the expenses of his theological education were paid largely by the church to which his parents belonged. It was a standing joke among the bookmen, that although he failed to fulfill their religious expectation, he has been a gem of the first water in the school book business. Rumor has it that ere long his name will again be connected with a well known house.



SERVANT: My mistress desires to know whether you have a copy of the "Fifteen Decisive Battles?"
BOOKSELLER: No; we're all out, but we can give you "Reflections of a Married Man."

Mr. Wm. S. Ebbets the hustling and popular manager of the educational department of Eberhard Farber, was made happy by the advent into the world of a bright baby girl.

Mauch Chunk, Pa. At the book contest the following agents were present: Walter Stevenson, of Pottsville, Ginn & Co., representing the Stickney readers, J. J. Mathias, of Mahanoy City, for E. H. Butler & Co., representing the Hazen, Monroe and Butler readers and Hall's arithmetics, Prof. Pagan, of Boston, representing the Pollard system of readers, Thomas Bevan, of Chataqua, representing the latest U. S. History by Mowry, also the Primer of health, pedagogy, etc., Wm. Bevan, of Mauch Chunk, representing Rand & McNally Geographies, Mr. Transue, of Stroudsburg, representing the Brooks mental and written arithmetics.

Mr. Edward Day Barker has resigned his position as treasurer of the University Publishing Co., New York City. He will hereafter reside in Colorado, whence he has removed for the benefit of his health.

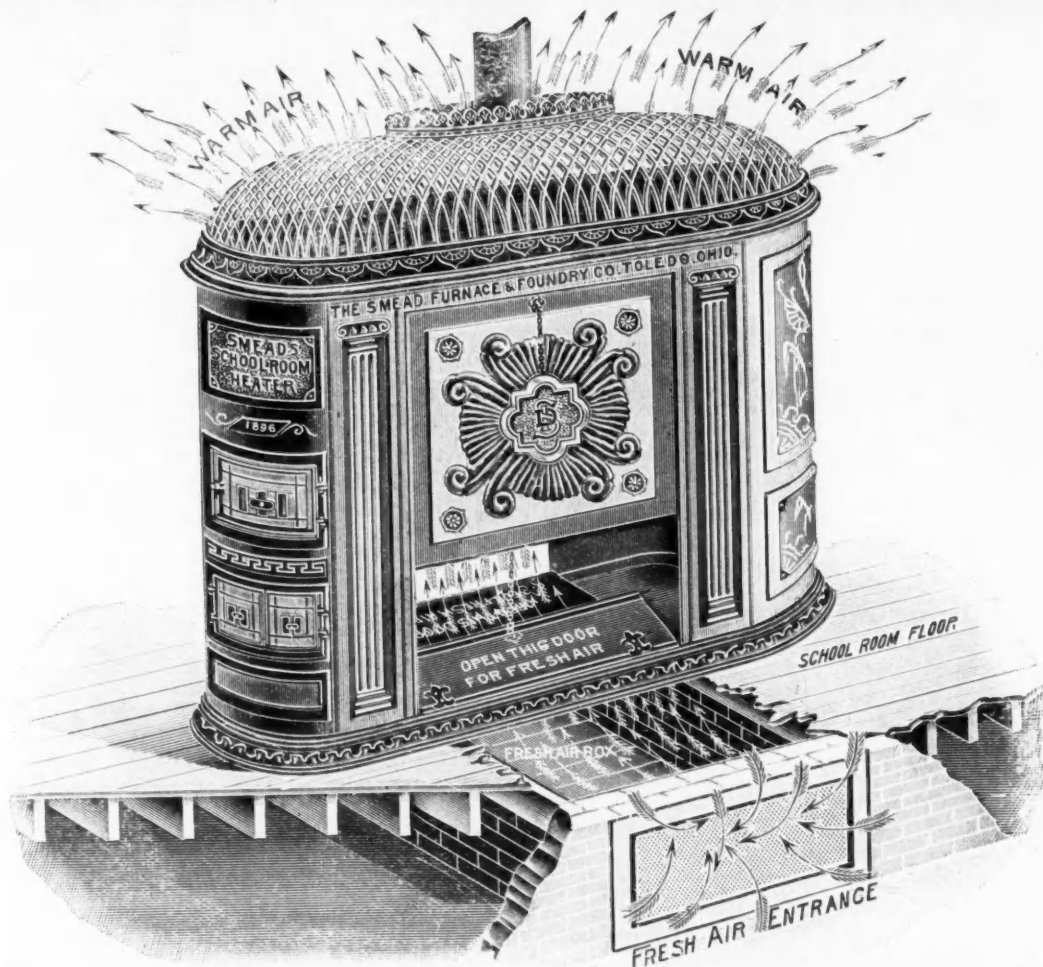
Harry Wilson, agent for the American Book Co., Chicago, recently met with a street car accident, which has laid him up for repairs. An injured hand, and a ruptured knee are his present physical disabilities.

E. R. Smith, the Illinois and Wisconsin school book representative of Chicago, has returned from a trip to Europe. While abroad he visited various points of interest and made such observations on the educational publishing business of the continent as can be made during a hasty journey. He enjoyed himself very much and returns to his duties refreshed mentally and physically.



E. R. SMITH,
The well known book man.

Smead's Oval Schoolroom Air Warmer.



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THE cut herewith represents the Oval Ventilating Schoolroom Heater we are now manufacturing for use in school or other buildings where a basement furnace cannot well be introduced. The favor with which our *Schoolroom Heater* has been received by school directors, church trustees, merchants and others during the last twenty-five years, has induced us to expend a large sum in adding new features which, we think, will make it by far the most popular ventilating stove ever manufactured.

We are aware that there are other ventilating stoves (so called) on the market, and have examined them all with great care. All "schoolroom stoves" are but little more than a common cannon stove with a sheetiron case, and the amount of air they will warm is by far too small to properly ventilate a schoolroom.

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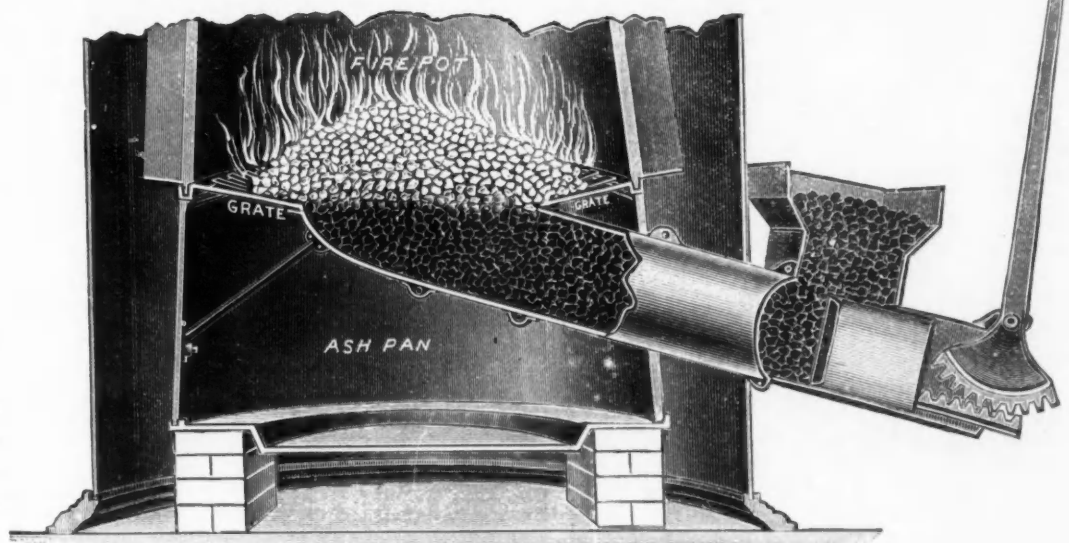
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NEW SCHOOL HOUSES.

Phoenix, Ariz. Architect W. A. McGinnis prepared plans for Normal school, Tempe, Ariz. Cost \$475,000.

Riverside, Cal. Contemplated to build school house

San Jose, Cal. An election to be held to vote bonds for new school building.

New Haven, Conn. Architect L. W. Robinson, Chapel street, prepared plans for a twelve room school.

Washington, D. C. Write D. M. Browning, commissioner of Indian affairs regarding the erection of school buildings.

Barnesville, Ga. An election held and voted to issue \$8,000 bonds for school building additions.

Dwight, Ill. The board of education will build a new school house this fall. Reeves & Baillie, of Peoria, are the architects.

Chicago, Ill. Architect Geo. L. Harvey, Mantauk block, has prepared plans for two additional stories to the building of the College of Physicians and Surgeons at 819 West Harrison street.

Chicago, Ill. Architects Pond & Pond, Venetian building, have prepared plans for a school building to be erected at Lake Forest.

Cooperstown, Ill. A new school building is to be erected.

Southbend, Ind. Architects Parker & Austin have prepared plans for the board of education.

Princeton, Ind. Two new school buildings are to be erected.

Esterville, Ia. New school building to be erected. Write Geo. W. Adams.

Panora, Ia. Architect Geo. E. Hatley, Des Moines, made plans for a high school to be erected here. Cost \$15,000.

Avoca, Ia. Architects Bell & Kent, Council Bluffs, are preparing plans for a school for the Indian district of Avoca.

Seneca, Kas. The high school is to be remodeled.

Annapolis, Md. A new \$12,000 school building to be erected.

Eckhart, Md. A new \$5,000 school house to be built.

Boston, Mass. New primary school house to be erected at Chambers and Poplar streets.

Lowell, Mass. Architect Merrill & Cutler, 53 Central street, have prepared plans for a school house for the city. Cost \$4,000.

Boston, Mass. Architect T. M. Clark, 22 Congress street, has prepared plans for a grammar school house to be built on Adams street, Dorchester, Mass. Estimated cost, \$100,000.

Worcester, Mass. Architects Cutting, Carleton & Cutting, 44 Front street, have prepared plans for a school house to be located on Providence street.

Fall River, Mass. The committee on public instruction solicits proposals for the construction of a brick school house on Globe street.

Detroit, Mich. Architects Malcomson & Higginbotham, 53 Moffat building, are preparing plans for a school house for the board of education, to cost \$25,000.

Lakefield, Minn. An eight-room school building is to be erected.

St. Paul, Minn. Architects H. Kretz & Co., 1016 New York Life building, have prepared plans for the school board of White Bear Lake, Minn.

Anaconda, Mont. The school district recently voted \$20,000 bonds for the building of a school house.

Montgomery City, Mo. Decided to build two school houses.

St. Louis, Mo. Architect A. H. Kirchner prepared plans for remodeling new Attuk school, Eighth and Barry streets.

Binghamton, N. Y. Contract for erecting the St. John avenue school awarded.

Gloversville, N. Y. Contemplated to issue \$75,000 bonds for building new school.

Mount Vernon, N. Y. Bids received for erection of high school.

New York, N. Y. Architect C. B. J. Snyder prepared plans for school house west side Union Ave.

Utica, N. Y. New academy is to be built on Kemble street.

New Rochelle, N. Y. It is contemplated to build a \$50,000 school house.

Brooklyn, N. Y. An addition is to be made to public school building No. 72.

Mayville, N. D. Bids for building a new school house received.

Edinburg, N. D. A new school house to be erected according to plans drawn by Architect C. Buck.

Fort Polten, N. D. Architect C. E. Crandall prepared plans for a school house to be built at Oberon.

Columbus, O. Bids asked for the erection of an agricultural building, a biological building, and an armory and gymnasium by the trustees of the Ohio state university.

Cincinnati, O. An eighteen-room school building is to be built on the corner of Edgewood and Elmore streets.

Springfield, O. An annex to the high school is to be built.

Chillicothe, O. Write G. R. Whitehurst, clerk board of education, regarding the building of new school house.

Cleveland, O. Write to the secretary of the board of education, regarding the school building in course of erection.

Painesville, O. Architects Knox & Elliot have prepared plans for a science school for the Lake Erie seminary.

Lawrence Township, O. A new school building is to be erected.

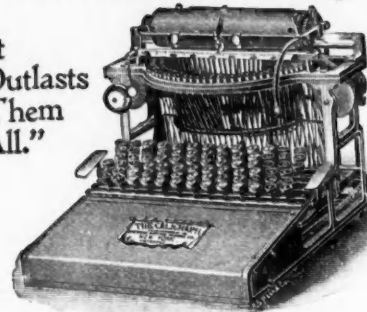
Guysville, O. Bids have been asked for the erection of a school house. C. H. Copeland, clerk.

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Fowler, Ind. New school building in course of erection.

Philadelphia, Pa. Architects Wilson Brothers, Drexel building, have prepared plans for a building for the Philadelphia Dental School. To be 100 x 200.

Pittsburgh, Pa. A new school building is to be built in the twenty third ward.

Scranton, Pa. Architect Edward H. Davis has prepared plans for a twelve room school house. Cost \$30,000.

Philadelphia, Pa. Architect E. F. Durang, 1200 Chestnut street, has prepared plans for alterations to the La Salle R. C. College.

Beaver Falls, Pa. Architect J. A. Snyder has prepared plans for a building to be used for science for the faculty of the Geneva College. Cost \$10,000.

Harrisburg, Pa. Architects Foose and Lloyd, 15 South Second street, have prepared plans for a public school. To be 76 6 x 97 6. Cost \$28,000.

Yankton, S. D. Architect W. L. Dow, Sioux Falls, S. D., has prepared the plans for the new school building to be built here. Cost \$10,000.

Veblen, S. D. Bids have been asked for the erection of a new school house.

St. Onge, S. D. A new school house is in course of erection.

Jellica, Tenn. The board of education has voted \$6,000 for a new school house.

Milwaukee, Wis. An addition is to be made to the Twelfth district primary school on Winchester and Mound streets.

Marshland, Wis. A new school building is to be erected.

Grand Rapids, Mich. A few members on the board of education are of the opinion that it is legitimate and entirely proper for the board to employ its own members at a salary as well as to award contracts to them.

Manistee, Mich. Board adopted the following order of business for the regular meetings of the Board; (1) roll call, (2) reading, correcting and improving minutes of previous meetings, (3) receiving petitions and communications, (4) unfinished business, (5) reports of standing committees, (6) reports of superintendent and principals, (7) new business.

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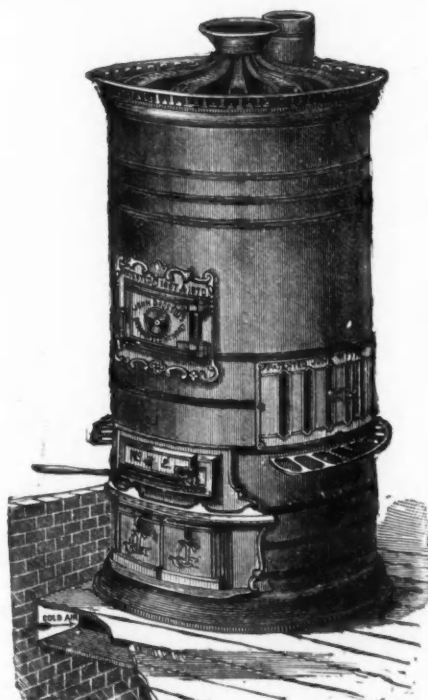
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Apparatus.	Book Covers.	Greenwood School Supply Co.....	Mucilage.	School Blanks.
Thos. Hall & Son.....Boston.	Holden Book Cover Co.....Youngstown, Ohio.	Diamond Ink Co.....Milwaukee.	U. S. School Furniture Co.....
Walmsley, Fuller & Co.....Chicago.Springfield, Mass.	Acme School Supply Co.....Chicago.	U. S. School Furniture Co.....Chicago.	Acme School Supply Co.....
Chicago Laboratory Sup. Co.....		Standard School Furnishing Co.....Chicago.	Acme School Supply Co.....	C. M. Barnes Co.....
U. S. F. Co.....	Charts.	E. W. Rowles.....	Thomas Kane & Co.....New York.	Standard School Fur. Co.....
Boston School Supply House.....Boston.	Boston School Sup. Co.....Boston, Mass.	C. M. Barnes Co.....Boston.	A. D. Hobbie.....	School & Office Supply Co.....
Educational Ass'n.....Chicago.	Thomas Kane & Co.....Chicago.	J. L. Hammett Co.....Boston.	J. M. Olcott.....New York.Grand Rapids, Mich.
The Caxton Co.....	Educational Ass'n.....	School and Office Supp. Co.....	Boston Sch. Sup. Co.....Boston, Mass.	E. W. Rowles.....
McIntosh B. & O. Co.....	U. S. School Furniture Co.....Grand Rapids, Mich.	Educational Ass'n.....Chicago.	J. M. Olcott.....New York.
Acme School Supply Co.....	Acme School Supply Co.....		Standard S. F. Co.....	
Standard School Furnishing Co.....Chicago.	C. M. Barnes Co.....	Heat Regulation.	E. W. Rowles.....	
E. W. Rowles.....	Standard School Furnishing Co.....Chicago.	Johnson Electric Service Co., Chicago, Boston, New York, Milwaukee.	Pencil Sharpener.	
W. A. Olmsted Scientific Co.,	E. W. Rowles.....	Heating and Ventilation.	U. S. School Furniture Co.....Chicago.	
	J. L. Hammett Co.....Boston.	Peck-Williamson Co.....Cincinnati.	E. W. Rowles.....	
Architects.	Diplomas.	Fuller & Warren Co.....Chicago.	Standard School Fur. Co.....	
F. S. Allen.....Joliet, Ill.	E. W. Rowles.....Chicago.		F. H. Cook & Co.....Leominster, Mass.	
Van Ryn & Lesser.....Milwaukee, Wis.	Standard School Fur. Co.....	Ink.	J. L. Hammett Co.....Boston.	
Reeves & Baile.....Peoria, Ill.		Diamond Ink Co.....Milwaukee.	Program Closets.	
Geo. Palliser.....New York.	Dry Closets.	U. S. School Furniture Co.....Chicago.	Fred. Frick.....Waynesboro, Pa.	
Jennings & Ross.....Chicago.	Peck-Williamson Co.....Cincinnati.	Acme School Supply Co.....	Program Clock Co.....Chicago.	
Artificial Slate.	Fuller & Warren Co.....Chicago.	C. M. Barnes Co.....Boston, Mass.	Projection Lanterns.	
A. D. Hobbie.....New York.	Erasers.	Boston Sch. Sup. Co.....Boston, Mass.	J. B. Colt & Co.....New York.	
The Caxton Co.....Chicago.	Peckham, Little & Co.....New York city.	Thomas Kane & Co.....Chicago.	Physical and Chemical Apparatus.	
Bobrick Sch. Furn. Co.....Boston.	W. H. Londergon.....Duncan	Educational Ass'n.....	Walmsley, Fuller & Co.....Chicago.	
U. S. Sch. Furn. Co.....Chicago.	Park.....Chicago Ill.	The Caxton Co.....	J. M. Olcott.....N. Y. city.	
J. W. Schermerhorn & Co., N. Y. City.	J. M. Olcott.....New York.	U. S. Sch. Furniture Co.....	McIntosh B. & O. Co.....Chicago.	
Peckham, Little & Co.....	Boston School Supply House.....Boston.	Standard School Furnishing Co.....Chicago.	E. W. Rowles.....	
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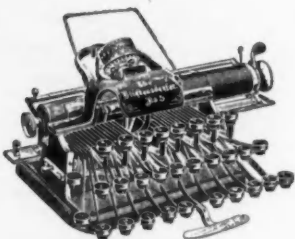
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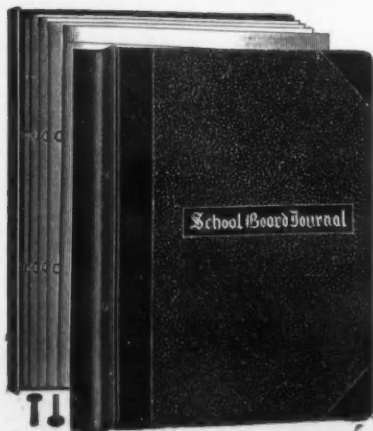
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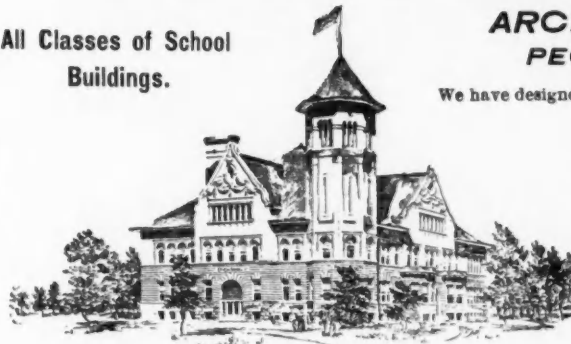


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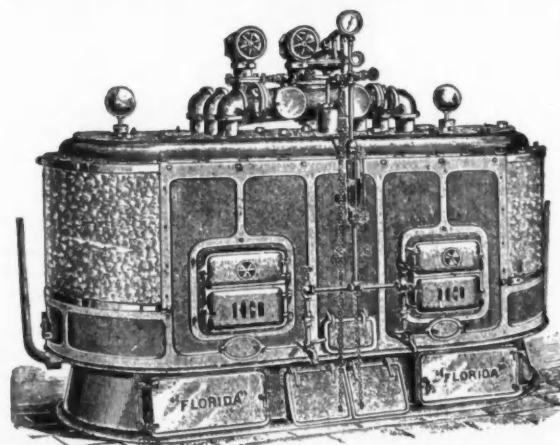
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